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ABSTRACT

This study reports the findings of two surveys conducted in 1983 by the University of Wisconsin-Stout's (UW-Stout) Library Learning Center. The main objectives of these surveys were to question users with regard to which library services and resources users are aware of, which ones are used by what groups, how they are used, and what value is placed upon them; and to make recommendations for intermediate and long range planning. Using a standard university computer sampling program, surveys were distributed to 1,386 students, or 18% of the total 7,596 full-time equivalent student enrollment. Six hundred and eighty-six (49%) of the student surveys were returned. Each of the 524 faculty/academic staff received a faculty survey, of which 224 (43%) were returned. Significant findings from both groups revealed a high level of satisfaction with existing library services, resources, and staff. Recommendations for further study and/or implementation were identified from the results of both surveys. Part I of the study is a summary; Part II represents findings, conclusions, and recommendations based upon an analysis of the student survey; and Part III reports the results of the similar (but not identical) faculty/academic staff survey. (DMC)

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LIBRARY LEARNING CENTER

LIBRARY LEARNING CENTER
University of Wisconsin-Stout
Menomonie, WI

LIBRARY AWARENESS/USER/NEEDS ASSESSMENT

Conducted by
John J. Jax, Director
with the assistance of LLC Staff
January, 1984

IR050786

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PART I

SURVEY SUMMARY

This is part one of three parts. Part two consists of student survey results. Part three comprises faculty/ academic staff findings.

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PREFACE

There are two surveys represented in the following study. Part II represents findings, conclusions and recommendations based upon an analysis of a student survey of UW-Stout library services and resources. Part III represents the results of a similar (but not identical) faculty/academic staff survey.

The main objectives of these surveys were: 1) to question users with regard to which library services and resources users are aware of, which are used by what groups, how are they used, and what value is placed upon them, and 2) to make recommendations for intermediate and long range planning.

SURVEY SAMPLES

One out of every five students enrolled at UW-Stout was sent a survey. (See sample student survey, Appendix A, Part 2.) The total number of student surveys distributed was 1,386, or 18% of the total 7,596 full-time equivalent (FTE) student enrollment. The sample represented a random selection arrived at by use of a standard university computer sampling program. Six hundred and eighty-six student surveys were returned representing a 49% return.

Each of the 524 faculty/academic staff at UW-Stout received a faculty survey. (See sample faculty/academic staff survey, Appendix A, Part 3.) Forty-three percent, or 224 completed surveys were returned.

The percent of return for both groups surveyed was sufficient to constitute representative samples. The University Academic Computing Service tabulated the survey returns.

SURVEY FINDINGS

Significant findings from both groups revealed a high level of satisfaction with existing library services, resources, and staff. The results have given positive reinforcement and encouragement for the Library Learning Center.

Recommendations for further study and/or implementation have been identified from the results of both studies. The specific recommendations are found in Part 2 and 3 respectively. These findings and recommendations will serve as an excellent base from which intermediate and long range planning can be launched.

University of Wisconsin-Stout
Menomonie, WI

LIBRARY LEARNING CENTER
STUDENT AWARENESS/NEEDS SURVEY
PART II

Conducted by
John J. Jax, Director
with the assistance of LLC Staff
January, 1984

PREFACE

This study is part two of three parts. Part one consists of combined student and faculty/academic staff survey results. Part three comprises faculty/academic staff findings.

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SUMMARY AND CONCLUSIONS

The study reveals that most students have a keen awareness, use the facilities, service and resources, and place a high value on what is offered. While much pride can be taken in what is being accomplished, there is more work to be done in order to make the Library Learning Center a complete entity.

There are three services/resources which stand out as paramount among all others and must receive primary sustenance now and in the future: public catalog, reference and periodicals. These were identified repeatedly by student users as having very high awareness, use and value.

Access to services and resources are main keys to user satisfaction. It was found that library hours are satisfactory for the majority of library users. There is specific concern, however, by several groups of students that more Saturday hours should be offered. This is included in the recommendations.

Library use among students is high. Fifty-nine percent or 406 of the respondents reported using the library two or more times weekly. Seven percent or 5 people reported never using the library. Students in some programs definitely use the library more than others. In instances of low use by academic program, more study is needed by LLC staff to discern why. These programs are identified in the main report text.

The primary reason students gave for using the library was to study, do research and use periodicals, in that order.

Competency in using the library, the amount of library instruction received, and the need for further instruction-in-use was carefully analyzed.

There are several voids in what is now being offered. These voids are identified in the main report that follows. Specific recommendations are also made to nullify apparent voids in library instruction.

Students were asked if their instructors encouraged use of the library, and 77% responded affirmatively.

Reference desk hours offered are both acceptable and satisfying to student respondents.

Critical to library use and fulfillment of student research needs is how adequate are library resources (books, periodicals, audiovisuals, indexes/abstracts) for students in specific disciplines? Overall, students rated library resources as being adequate. Certain programs were identified as having less than adequate resources and these programs are listed in the main report along with appropriate recommendations for improvement.

The thirty-two LLC services surveyed were all rated at least adequate on an overall basis. A few services were identified as needing improvement and amplifications.

Since the microcomputing phenomena is present among most academic library users today, needs were analyzed and respondents were asked to indicate preferences for location of additional micros. Conclusively, a library location was preferred over any other on campus. Further study pertaining to how many, what brand, numbers of printers, etc., needs to be undertaken to discern definite microcomputer priorities.

In a reassuring manner, the study proved to offer objective information upon which to base specific recommendations in planning for the future. Close coordination of student responses with faculty/academic staff survey findings will be undertaken to decide the most effective future for the Library Learning Center at UW-Stout.

RECOMMENDATIONS

The following recommendations have evolved from tabulated responses and will serve as a base for immediate and future planning.

LIBRARY INSTRUCTION

1. A specialized program of library instruction needs to be developed for international studerts. This groups uses the library most, receives the least instruction-in-use and probably needs it most, --and in fact desires instruction most.

2. A program of library instruction is needed for transfer students and other students who do not take English 101 in sequence at UW-Stout. More than half of respondents in this category (see Table No. 18) indicated a preference for more instruction-in-use of the library.

3. There is evidence that the LLC should develop advanced library instruction in subject areas more so than we are now doing. Major progrm areas which need attention based upon responses which indicated receiving little or no library instruction; desiring more instruction-in-use and low library use are: (see Table No. 19)

   Art

   Business Administration

   Child Development & Family Life

   Graduate Students

   Home Economics Education

Hospitality & Tourism

Industrial Education

Industrial Technology

Marriage & Family Therapy

Psychology

4. Certain programs were identified (see Table No. 6) in this study which indicates little use and familiarity with computer terminals. Some level of computer literacy should be addressed to students in these programs in conjunction with ALIS (Automated Library Information System) instruction-in-use. Specific programs/groups are:

   Graduate Students

   International Students

   Early Childhood Education

   Fashion Merchandising

   Guidance & Counseling

   Safety

   Marriage & Family Therapy

5. Conduct further stratified research concerning student needs in library instruction which will lead to a program of library literacy that reaches across the curriculum.

LIBRARY HOURS

6. Additional stratified research is necessary to find why specific additional Saturday hours are needed by International and Guidance & Counseling students (see page 23)

RENTAL RESOURCE SERVICE

11. Students are not generally aware that rental resources not assigned to a course are available for checkout after the first ten class days in a semester or quarter. Since they place "much" value on this service, more publicity is needed if we truly wish to make the service known to all. (See Table No. 14)

EQUIPMENT

12. Consideration should be given to acquisition of two additional public photocopiers.

13. In coordination with the director of academic computing service, exploration of how many additional LLC academic computer terminals are needed should be undertaken.

14. Conclusively, students see a need for additional microcomputers in the LLC proper. (See Table No. 32) Additional campus purchases of microcomputers for student use should be coordinated in context with their preferences of location. Additional study is needed to discern quantity, model and accessories to be acquired.

15. The student canteen/lounge has been identified as an inadequacy from a viewpoint of size and incompatibility of smoking/non-smoking. Little can be done with expansion because of isolation and building constraints. Additional study can be conducted to see whether ventilation can be improved or smoking banned--if that is desirable.

BACKGROUND AND PURPOSE

In October, 1982, members of the University of Wisconsin-Stout Library Learning Center staff established as a primary goal, implementation of a long-range planning process. This included an emphasis to, "evaluate existing services, develop ideas for new programs and establish priorities," An initial function preparatory to development of any new programs or de-emphasizing existing services was to discern how existing services, resources and facilities were preceived by students. An awareness, use and needs survey instrument was designed to elicit suggestions and evaluation for new or improved library services and resources.

SURVEY SAMPLE

The University Planning and Information Management Office worked closely with Library Learning Center staff to develop an appropriate survey model for the student perception analysis. The University Academic Computer Service assisted in tabulating responses.

One out of every five students enrolled at UW-Stout was sent a survey. The total number of surveys distributed was 1,386, or 18% of the total student population which is 7,596.

The sample represented a purely random numberical selection based upon a computerized program that the University uses.

Each student selected was assigned a random number which corresponded to an address that could be used for follow-up purposes. Students living on campus received their survey instruments via campus mail. Off-campus students received instruments via postal service. Each surveyee received either a

self-addressed campus mail envelope or stamped, self-addressed envelope for convenience of return. All had the option of returning the completed instrument to the LLC circulation desk where a return basket was provided. Out of 1,386 survey instruments mailed, 686 were returned completed, or 49%. The percent of return is sufficient to present a representative sample.

Copies of the survey instrument and follow-up letter can be found as Appendices A and B.

ACCURACY OF SAMPLE

Comparison of sample percentages and numbers with actual student population data by class, academic program and other demographic strata revealed a very close resemblance as per following:

TABLE NO. 1

Category	Sample (%)	Number	Actual Campus Makeup (%)	Number
Transfers	34.5	243	35.0	765
Sex:				
Female	52.4	359	47.9	3635
Male	47.0	322	52.1	3961
Class standing:				
Freshman	17.2	118	28.7	2181
Sophomore	18.2	126	19.0	1444
Junior	24.8	170	19.0	1449
Senior	30.2	207	24.0	1830
Graduate	8.6	60	7.4	563
International	2.0	13	3.3	247

TABLE NO. 1 (Cont'd)

Category	Sample (%)	Number	Actual Campus Makeup (%)	Number
Age:				
17-21	60.3	413	62.1	4712
22-25	28.5	195	24.4	1853
26-35	9.1	62	9.4	714
Over 35	1.8	12	4.1	311

The sample deviated from the actual student population in very few instances.

ADDITIONAL CHARACTERISTICS OF STUDENT USERS

TABLE NO. 2

Respondent's Place of Residence	Percent	Number
Residence Halls	39.6	3008
Off Campus (within 10 miles)	54.2	4117
Commuter (more than 10 miles)	5.6	425

Residence Halls are located on two ends of the campus. The fact that 33% (2,500) students live less than two blocks from the Library Learning Center plays an important role in convenience and use of the UW-Stout LLC. Because an extremely small student population (5.6% or 425) can be classed as commuters, it is safe to label LLC student users as resident rather than commuter in type.

TABLE NO. 3

Grade Point Average	Percent	Number
3.60 - 4.00	20.7	1572
3.00 - 3.59	37.5	2849
2.60 - 2.99	24.7	1876
2.00 - 2.59	13.3	1010
below 2.00	1.7	129
Unknown	2.2	167

COMPUTER USE/TYPING ABILITY

Since the LLC is implementing an on-line public catalog and experiencing extensive use of microcomputers and access to other campus mini-computers via terminal, it was perceived important to learn how many students had typing competency. Thus the following question was stated:

TABLE NO. 4

Do You Type?

Yes - 82.8% or 567

No - 15.0% or 103

Students were additionally asked how often they used terminals. Overall response was:

TABLE NO. 5

Use of Terminals	Percent	Number
Daily	5.6	38
Once per week	18.9	130
Once per month	18.1	124 (mean)
Once per semester	23.8	163
Never	31.1	213

The type of student who is most likely to type is a senior (87%). The least likely student to possess typing ability would be a graduate student (25%) followed by freshmen (20.3%). Overall, the vast majority do type.

Other interesting data surfaced. Ninety percent of females type contrasted to 75% of the males. Actually, there is not a direct relationship between typing ability and use of computer (keyboard) terminals. For example, 33% of males use terminals daily or once per week while only 17% of the females are in the same category. More important, terminal use is directly related to academic programs at UW-Stout. See table below (top five use programs):

Computer Terminal Use

TABLE NO. 6

Academic Program	Daily, or Once Per Week (%)	Number	Never(%)	Number
Applied Math	90	37	0	0
Food Science & Nutrition	60	3	0	0
Management Technology	50	4	13	1
Media Technology	50	2	25	1
Business Administration	45	19	14	6
Industrial Technology	34	50	15	22

The percentage of undergraduate students never using terminals diminishes as they progress in class standing.

Class Standing, Type of Student, and Computer Use

TABLE NO. 7

	Daily (%)	Number	Once Per Week (%)	Number	Never (%)	Number
Freshman	9.3	11	13.6	16	45.8	54
Sophomore	3.2	4	15.9	20	35.7	45
Junior	4.7	8	17.6	30	23.5	40
Senior	6.3	13	23.7	49	23.2	48
Graduate	3.3	2	25.0	15	40.0	24
International	0	0	15.4	2	46.1	6

Conversely, the percentage of graduate students never using computer terminals is only slightly less than a first year student.

Students in programs with the highest reporting incidence of little or no use of computer terminals were:

Little Use Of Terminals

TABLE NO. 8

Program	Never (%)	Number	Median Use
Marriage & Family Therapy	81	4	Once Per Semester
Safety	67	2	Once Per Semester
Early Childhood Education	66	16	Once Per Semester
Guidance & Counseling	62	8	Once Per Semester
Fashion Merchandising	56	27	Once Per Semester

This analysis is perceived to be useful for LLC staff because of the computer access range that is offered via on-line catalog, academic computer and microcomputers. Library instruction which includes some level of computer literacy introduction will need to be emphasized for students in certain programs.

LIBRARY USE

It is important to discern who uses the Library Learning Center, to what extent, for what purposes, and, if the library is not used, why?

To obtain the above information three general questions were asked:

About how often do you use the library?

TABLE NO. 9

Frequency	Total Response = %	Number
7 or more times weekly	7.7	53
3 - 6 times weekly	29.8	204
2 times weekly	21.8	149
1 time weekly	19.9	136
1 time monthly	15.9	109
1 time per semester	2.2	15
Never use	.7	5

Fifty-nine percent or 406 reported using the library twice weekly or more. The mean use is twice weekly. Only .7% of the student sample never use the library.

By user category, International Students use the library most with 54% or 11 stating a 3-6 or 7 times weekly use, a mean use of 3-6 times per week, and list their main purpose in using the library as being to study. Freshmen, sophomores and residence hall users claimed lowest use with a mean of once weekly. The highest number of respondents reporting never using the library were freshmen at 2.5% or 3 people. There is little difference in library use by sex. Off-campus (within 10 miles) appear to use the library

more than residence hall users with a compared mean use of twice weekly to once weekly. This may be due in part to residence halls having better study facilities than off-campus housing, but this thesis is speculative.

Grade point average reveals a definite tendency in use with those users having the highest grade point average using the library most (twice weekly and more) and those below 2.0 representing a mean use of only once monthly and 12% in this category never using the library.

Age makes very little difference in use of the library.

Use according to academic program has much variance. Users enrolled in seven programs (Applied Mathematics, Dietetics, Food Science and Nutrition, Foods Service Administration, Management Technology, Safety and Vocational Education) report using the library 3-6 times weekly which ranks highest as a mean.

Students in programs which have low library use (once per week) were found to be in Art and Child Development & Family Life. Users in only two programs (Business Administration 2% or 1 and Industrial Technology 3% or 4) reported never using the library.

Because so few respondents reported using the library only once per semester (2.2% or 15) or never (.7% or 5) the validity of reasons for not using the library is not representative.

Library Use By Program

TABLE NO. 10

Department	Average Frequency	Mean Year in School
Highest Use:		
Applied Mathematics	3-6 Times/Week	Sophomore
Dietetics	3-6 Times/Week	Junior
Food Science & Nutrition	3-6 Times/Week	Junior
Food Service Administration	3-6 Times/Week	Junior
Management Technology	3-6 Times/Week	Graduate
Safety	3-6 Times/Week	Graduate
Vocational Education	3-6 Times/Week	Senior
Lowest Use:		
Art	Once Per Week	Junior
Child Development & Family Life	Once Per Week	Sophomore

Mean year in school is perceived to be of importance in order to discern what level of library instruction highest/lowest library users are likely to have had and to find where future emphasis should be placed in planning library instruction coverage.

Of the respondents giving reasons for not using the library, students in only two programs, Home Economics Education and Psychology, listed not knowing how to use the library as a reason. The mean year in school for all respondents in Home Economics Education and Psychology is at the junior level.

PURPOSE IN USING LIBRARY

Respondents were asked to place the purpose of using the library in rank order. "To study" and "for research" were ranked first most often. Students were asked to place purposes in rank order 1 - 10 (one being highest).

TABLE NO. 11

% Ranking First	Purpose	Number	Mean Rank
41.8	To study	286	3.075
22.0	For research	151	3.122
13.0	To use periodicals	89	3.492
7.5	To check out library materials	55	4.387
2.2	To use the reference collection	15	5.462
1.9	To use equipment	13	5.660
1.6	To use the reserve collection	11	6.686
1.2	To socialize or relax	8	8.486
.7	For Leisure reading	5	7.417
.1	To obtain services of a reference librarian	1	7.213

It should be noted that respondents checking the purpose, "to obtain services of a reference librarian" were likely misled by the statement itself. Users do not ordinarily come to the library to find a reference librarian directly. But after arrival, many do seek one out for assistance.

AWARENESS/USE/VALUE

To serve users most effectively, the library needs to know how aware students are of existing services, how much they are used and what value is placed on services offered. A rating scale was developed. Instructions and a sample are listed below:

AWARENESS/USE/VALUE

Directions: For each statement in the AWARENESS column, circle Yes or No to indicate whether you are or are not aware that such a service or resource exists. If you answer Yes, then move across to the USE column. If you answer No, go to the next question.

In the USE column, (if you circled Yes in the Awareness column) circle the degree to which you use the service or resource listed, this year. Then go on to the VALUE column.

For the VALUE column (if you circled Yes in the Awareness Column and you indicated Use), circle the number which tells how valuable the service or resource has been to you this year.

SAMPLE	AWARENESS	USE	VALUE
The library is open on Sunday	(Yes) No	None Some Much 1 (2) 3 4 5	None Some Much 1 2 3 4 (5)

Main services and collections were listed and evaluated by respondents. Predominately, the card catalog had the highest awareness (98.4%), of all services and collections listed. This high awareness occurred for the card catalog despite an on-line author, title, subject public catalog being

introduced one month previous to the survey being sent out. With extensive publicity and one month's use, more than half (55%) were aware of the on-line public catalog, 27% used it much and 32% valued it much. It would be interesting to evaluate the two main access tools (card catalog and on-line catalog) six to twelve months later to see if ratings have changed.

Reference service is second only to the card catalog in awareness (95%), is used much and has a very high value.

Rental Resource Services ranks third in awareness (89.6%), has the highest use rating (4.4 out of 5.0) and the highest value rating (4.6 out of 5.0) of all services and collections evaluated.

Library handouts which assist people in using the library and finding resources received the next highest awareness (89.5%) rating, had some use (3.0 and a 5.0 scale) and was valued much.

Correspondingly, at the end of the survey instrument where students were asked: "List the three library services, resources or facilities that you are most happy with," respondents mentioned periodicals, reference, card catalog and staff (in order by highest number of times mentioned).

Other services, resources and facilities having significant above average (70% or better) awareness with some use and some or much value based upon the scale:

None Some Much
1 2 3 4 5

TABLE NO. 12

Category	Awareness (%)	Number	Use	Value
Card Catalog	98.4	674	3.8	4.4
Reference service	95.0	652	3.3	4.3
Rental Resource Service	89.6	613	4.2	4.6
Library handouts which assist people in using the library	89.5	613	3.0	3.8
Periodicals desk	80.6	552	2.4	3.7
Circulation desk	79.1	542	2.6	3.9
Help phones	79.1	542	1.8	3.5
Microcomputers	78.1	534	1.9	3.6
Library instruction classes	76.9	527	2.5	2.5
KWOC microfiche indexes	74.1	508	2.6	3.7
Open reserve	73.1	501	2.7	3.6

Areas which have average awareness, none to some use but have some or much value are:

TABLE NO. 13

Category	Awareness (%)	Number	Use	Value
Self Instruction Lab	53.3	365	2.5	3.9
EMC	55.6	381	2.2	3.2
Pamphlet file	58.1	398	2.2	3.2
Academic Skills Center	58.8	348	1.9	3.8
Area Research Center	58.9	404	1.5	2.8
Interlibrary Loan	60.4	414	1.6	3.4
Best sellers	63.1	432	2.1	3.0

Areas in which awareness and use were low, but some or much value was noted are:

TABLE NO. 14

Category	Awareness (%)	Number	Use	Value
Students may suggest materials for purchase	30.8	211	1.8	3.5
Rental Resource Service check-out policies	31.7	217	2.8	4.0
Computer Assisted Reference Services (CARS)	37.2	255	2.2	3.7

In explanation of the "low" awareness use areas, the LLC has not widely publicized any of the above services. Intentionally, there has been little publicity concerning computer assisted reference service primarily because the services is free and reference librarians have been closely screening CARS (Computer Assisted Reference Service) requests in order to control costs.

LIBRARY INSTRUCTION

Freshmen, sophomores, graduate and international students placed a very high value on library instruction. Generally, how much users are aware, use and value library services, resources and facilities is contingent upon an institution's capability and effort to promote what they have. A serious

effort was made in the survey to discern user perception about library instruction at UW-Stout. Users were asked what library instruction they have had at UW-Stout. Findings were:

TABLE NO. 15

Category	Percent	Number
Used written library instruction publications	55.0	380
Received individual help from a librarian	54.9	376
Received information from classroom teachers	53.6	367
Received help from friends	53.0	363
Had a guided tour	39.1	268
Experienced formal sessions taught by a librarian	34.9	239
Taken the audio-tape tour	18.1	124
Experienced other introductory sessions taught by a librarian	14.5	99
Had no library instruction	11.4	78
Received advanced instruction in subject resources	3.9	27

Respondents were asked to check all categories that applied in the above cases.

Groups with the highest percentage checking "None" or no library instruction received were:

Males 17.3 (compared to females 6.1)

Transfers 16.0 (compared to freshmen 12.1)
NOTE: includes those who transferred to UW-Stout from another college.

Juniors 13.5 (compared to sophomores 7.1)

Because so many males compared to females indicated that they had received no library instruction, a check was made to see whether large academic programs consisting of more than 90% male populations such as Industrial Technology and Industrial Education revealed a similar trend. The check was positive.

TABLE NO. 16

Program	% Checked None	Number	Mean Year in School
Industrial Technology	22.9	33	Junior
Industrial Education	15.6	5	Junior

Forty percent of the Marriage and Family Therapy respondents checked having received no library instruction. However, only 5 respondents were surveyed which renders the validity of responses as questionable. Since so many Industrial Technology students indicating having had no library instruction, specific effort by LLC staff to remedy this void will be forthcoming.

This data indicates that an increased effort to provide library instruction to these two areas (Industrial Education and Industrial Technology) would likely be beneficial.

The number of programs in which few respondents checked having no library instruction was encouraging:

TABLE NO. 17

Program	Percent Checking No Library Instruction
Clothing & Textiles	0
Dietetics	0
Early Childhood	0
Fashion Merchandising	2.1

TABLE NO. 18 (Cont'd)

Program	Percent Checking No Library Instruction
Food Science	0
Media Technology	0
Psychology	0
Vocational Education	0
Vocational Rehabilitation	0

Types of Library Instruction:

More than half of the respondents have used written library instruction handouts and publications; received individual help from a librarian; received information from classroom teachers and help from friends as their chief source of library instruction. Thirty-five percent or 239 have experienced formal sessions taught by a librarian.

When asked if they wanted more instruction in use of the library, 54.8% or 375 of the respondents answered no. Interpretation of this response is broadly based, meaning that students are generally familiar with how to use the library and that individual self-help instruction sheets and reference assistance are readily available. The exceptions to the above response are relevant to identified needs in library instruction. Programs

and groups of students worthy of future special library instruction emphasis based upon their preference for more library instruction are:

TABLE NO. 18

Category	Response Indicating That More Library Instruction Needed	Number	Median Year In School
International Students	84%	11	Senior
Hospitality and Tourism	66%	2	Grad
Over 35 age group	58%	7	Grad
Art	55%	15	Junior
Sophomores	55%	69	
Age group 26-35	54%	34	Senior
Home Economics Education	54%	19	Junior
Graduate Students	50%	30	

Grade point average, sex, or place of residence did not affect respondents preference for more, or less library instruction.

Respondents who wanted more library instruction preferred advanced instruction in their major field of study (21.6% or 148), or a guided tour (15.9% or 109) over other forms of library instruction. Overall, only 9.9% (68 respondents) favored a credit course in library methods.

Respondents in programs who preferred more advanced instruction by a librarian in their major field of study (above the overall 21.6 percentage) were:

TABLE NO. 19

Program	% of Respondents Indicating a Preference	Number
Food Service Administration	33.0	3
Vocational Rehabilitation	31.8	7
Guidance & Counseling	30.8	4
Home Economics Education	28.6	10
Marketing & Distributive Education	28.5	2
Art	26.0	7
Graduates	25.0	15
Early Childhood Education	25.0	6
Management Technology	25.0	2

LIBRARY USE AND TEACHERS/COURSE INFLUENCE

Data previously analyzed in this study indicated that a high percentage of students use the library to study and to do research. It is also important to understand how university teachers and courses influence students' requirements to use the library.

When asked if teachers encouraged use of the library, 77% stated yes. Only a few programs rated above or below the norm in this category. Those significantly above were:

TABLE NO. 20

Program	% Respondents Stating Yes	Number
Guidance & Counseling	100	13
Food Science & Nutrition	100	5
Media Technology	100	4
Marriage & Family Therapy	100	5
Dietetics	91	20
Home Economics Education	91	32

Those programs which rated below the norm in encouraging use of the library were:

TABLE NO. 21

Program	% Respondents Stating Yes	Number
Home Economics General	0	2
Management Technology	38	3
Vocational Rehabilitation	68	13
Industrial Technology	69	99

The figures in Table No. 21 reflect other data in this report which indicates that Management Technology and Industrial Technology students need more instruction library awareness attention.

Students were asked to rate their teachers' awareness of library resources, services and facilities.

TABLE NO. 22

Respondent Category	Percent Responding	Number	
Very Aware	14.3	98	
Adequately Aware	40.6	278	Mean
Aware	33.4	229	
Unaware	3.8	26	
No Opinion	6.7	46	

There seemed to be little variance of teachers' awareness of library resources, services and facilities when specific academic programs were compared to students' overall perceptions of teachers in this category.

COURSES REQUIRING USE OF LIBRARY

Students were asked how many of their courses require library use. Responses were:

TABLE NO. 23

Respondent Category	Percent Responding	Number
Most (4 - 6)	23	159
Some (2 - 3)	37	253
Few (1 - 2)	36	248
None	3	19

Very few students (3% or 19) responded that none of their courses required library use.

Both mean and median fell into the "some (2-3 courses)" category.

Some program's courses were perceived as requiring library use significantly above the overall group response. These were:

TABLE NO. 24

Program	% Courses Requiring Use	Number
Hospitality & Tourism	100	3
Food Science & Nutrition	100	5
Media Technology	100	5
Marriage & Family Therapy	100	5
Safety	100	3
Guidance & Counseling	69	9
Management Technology	50	4
Vocational Education	43	3
Home Economics Education	40	14

Conversely, only 6% or 9 students in the Industrial Technology program responded that most of their courses required library use.

LIBRARY HOURS

Library Hours open affect library access directly. Students were asked to evaluate existing hours and identify preferences for additional or different hours. Fifty-one percent or 353 of the respondents indicated library hours are adequate as is.

Current Library Learning Center hours open are:

Monday - Friday	7:45 a.m. - 11 p.m.
Saturday	9 a.m. - 5 p.m.
Sunday	1 p.m. - 11 p.m.

Hours vary during class vacation periods

Overall response was:

TABLE NO. 25

Category	Percent	Number
Adequate as is	51.5	353
Need earlier open hours in morning	11.4	78
Need later hours in evening	19.1	131
Need more hours on Saturday	25.4	174
Need more hours on Sunday	23.5	161

The chief reason for evaluating hours open focused on whether or not certain classes of students, programs, etc., needed special access to the LLC during times other than when we are normally open.

As a group, International (69% or 9) and Guidance & Counseling students (61% or 8) feel that more Saturday hours (beyond 9 a.m. - 5 p.m.) are needed. When a check was made to see if Guidance & Counseling respondents were commuters, only one stated yes. No other group or class of students had preferences significantly above overall percentages listed.

When asked what hours were least useful, few responses were made.

In general, there is no strong feeling for a change in LLC hours open other than the exception noted above.

REFERENCE DESK ASSISTANCE

A focal point in offering good library service evolves around how accessible reference service is. Reference hours at the time of survey were:

Monday - Friday	9 a.m. - 4:30 p.m.
Saturday	1 p.m. - 4 p.m.
Sunday	6:30 p.m. - 9:30 p.m.

(Note: In March, 1983, Monday-Friday reference hours were extended to 5 p.m.)

Respondents were asked to evaluate hours when a reference librarian is available.

TABLE NO. 26

Reference Librarian Hours

Category	% Response	Number
Adequate as is	61.9	424
Earlier hours (before 9 a.m., Mon.-Fri.)	3.1	21
Later hours in afternoon (4:30-6:30 p.m. Mon.-Thurs.)	18.1	124
Friday evening hours (6:30-9:30 p.m.)	2.5	17
Later hours in evening (9:30-11 p.m.)	10.8	74
More hours on Saturday	10.4	71
More hours on Sunday	10.1	69

The majority (61.9% or 424) of respondents feel that reference hours are adequate as is. Students did not generally favor extending reference

service on Friday evenings 6:30-9:30 p.m., where currently none is offered. Only 17 or 2.5% favored covering these hours.

The group most dissatisfied with current reference hours in International Students; 84.6% or 11 feel that reference hours are inadequate, 46% or 6 desire more Saturday hours and 38% or 5 prefer more on Sunday.

Other than for International Students, no real pattern for more reference hours exists. Increased library instruction emphasis for International Students may reduce their need for additional reference as an added hypothesis.

LOAN PERIOD FOR BOOKS

The faculty and student loan period for books is 28 days with renewal permitted. Students are solidly in support of the existing loan period for books with 79% favoring the status quo. Overall summaries are:

TABLE NO. 27

Category	Percent	Number
28-day period is adequate	79.3	543
should be shortened	11.7	80
should be lengthened	5.1	35
should not permit renewals	2.3	16
other	.7	5

No change in existing loan policy for books is necessary. Such a high satisfaction level is reassuring.

LOAN PERIOD FOR AUDIOVISUAL

The question, "a three-day loan period for most audiovisual materials" turned out to be vague and misleading in that many respondents included AV equipment in definition. Because of the confusion, this question was termed invalid and responses were not deciphered.

LIBRARY RESOURCES IN MAJOR FIELDS

Students were aksed to evaluate library resources in their major field on a scale of: Inadequate 1 2 Adequate 3 4 Very Adequate 5 No Opinion. Based on the formats listed below, library resources in each students' field were evaluated. Overall responses were:

TABLE NO. 28

Format	Mean (on a 5.0 scale)	Translated Rating	Number Checking No Opinion
Books	3.4	Adequate	69
Audiovisual	3.1	Adequate	240
Periodicals	3.3	Adequate	68
Indexes/Abstracts	3.2	Adequate	192
Computer Assisted Data Base Searching	3.0	Adequate	335

Since 48% or 335 gave no opinion for Computer Assisted Data Base Searching, it can be hypothesized that many have not used this resource. By academic program, students generally rated library resources adequate. There were few exceptions. Students in Business Administration, Child

Development & Family Life, Early Childhood Education, Home Economics Education, Hotel Restaurant Management, Industrial Education and Vocational Education rated book resources adequate to very adequate. Periodicals were rated close to very adequate in Early Childhood Education, Fashion Merchandising and Child Development & Family Life.

There were a few less than adequate ratings given library resources by discipline. These were:

TABLE NO. 29

Department	Mean (on a 5.0 scale)	Translated Rating
Food Science & Nutrition	2.6	Less than adequate
Hospitality & Tourism	2.0	Less than adequate
Management Technology	2.6	Less than adequate
Marketing & Distributive Education	2.4	Less than adequate
Marriage & Family Therapy	2.6	Less than adequate

TABLE NO. 30

All Formats Inadequate

Department	Mean (on a 5.0 scale)	Translated Rating
Hospitality & Tourism	1.5 to 2.3	Less than adequate
Management Technology	2.5 to 2.6	Less than adequate

Two programs rated all resources less than adequate in all formats: Hospitality & Tourism and Management Technology. In all formats except indexes and abstracts, students from Hospitality & Tourism perceived resources inadequate. Partial explanation is offered due to this program

being in its first year of offering. Care needs to be taken by LLC collection development staff to work closely with faculty in this program to match resources with department needs. To some extent, review of Management & Technology's library resource needs should also be addressed.

In general, the LLC can be pleased with students' perceptions of library resource adequacy.

LIBRARY SERVICES - ADEQUACY

All major library services offered, thirty-two in total were evaluated by students on the same scale as was done for library resources:

Inadequate 1 2 Adequate 3 4 Very Adequate 5 No opnion.

All services received at least an adequate (3.0 on a scale of 5.0) rating. An overall adequacy summary is noted below.

TABLE NO. 31

Rank		Mean	% No Opinion
(1)	Card Catalog	4.0	3.6
(2)	Reference librarian assistance	3.8	3.8
(2)	Rental resource service	3.8	11.7
(3)	Equipment available for checkout	3.7	19.8
(3)	Interlibrary help phones	3.7	32.4
(4)	Circulation desk assistance	3.6	10.5
(4)	Microforms collections	3.6	27.4
(4)	Microforms equipment	3.6	26.1
(4)	Reference collections	3.6	15.8
(5)	Area research center	3.5	44.0

TABLE NO. 32 (Cont'd)

Rank		Mean	% No Opinion
(5)	Computer assisted data base searching	3.5	51.0
(5)	Written library instruction guides	3.5	15.3
(5)	Building directional aids	3.5	21.9
(5)	Educational materials collection	3.5	39.9
(5)	Visually handicapped aids	3.5	67.6
(6)	Interlibrary loan	3.4	38.9
(6)	Periodicals desk assistance	3.4	17.6
(6)	Photocopying equipment	3.4	11.3
(6)	Physical organization of the Library	3.4	7.1
(6)	Orderliness of book and periodical stack/storage area	3.4	9.3
(6)	On-Line compauterized public catalog	3.4	53.2
(6)	Group study rooms	3.4	19.4
(7)	Instruction in use of library	3.3	12.0
(7)	Reserve collection	3.3	30.2
(7)	Best seller new books collection	3.3	42.1
(7)	OCLC terminal which tells about other libraries' holdings	3.3	63.4
(8)	Coin-operated typewriters	3.2	32.4
(8)	Canteen/lounge area	3.2	18.5

TABLE NO. 32 (Cont'd)

Rank		Mean	% No Opinion
(8)	16mm film collection	3.2	59.4
(9)	Academic computing terminals	3.1	38.6
(9)	Microcomputer terminals and printers	3.1	41.1
(10)	Procedure for suggesting new titles for purchase	3.0	60.0

A high number of respondents checked "no opinion" which likely indicates infamiliarity or lack of service use. Services rated between adequate and very adequate were the card catalog, reference, rental resource service, equipment available for checkout and in-library help phones.

Few programmatic analyses can be drawn. For example, education majors did not tend to rate the Educational Materials Collection higher or lower in adequacy than the overall mean.

In reviewing students suggestions for improvement of library services, responses identified too much down time and two few in number for photocopying machines and academic computer terminals. Students feel that the canteen/lounge is too small and that permitting "smoking" conflicts with those who do not.

MORE MICROCOMPUTERS

This question was asked of students in the midst of campus-wide interest in microcomputer acquisition. Where can they best be located? Students' perceptions were conclusive:

> If more microcomputers are purchased, in which location would they be most useful?

TABLE NO. 32

Location	%	Number
in main library	34.5	236
in Media Self-instruction Laboratory	4.8	33
available for checkout from library	10.1	69
in residence halls	16.2	111
in campus laboratories outside the library	14.3	98
other	1.6	11

More students (34.5% or 236) indicated that additional microcomputers should be located in the library than any other location. Thirty-eight percent of the respondents living in the residence halls preferred that additional micros be located there as opposed to 26.9% or 73 indicating a library location preference. Applied Mathematics students also favored a residence hall location, probably because almost half (46% or 19) of the respondents in this program live in residence halls.

Responses from students enrolled in programs which have highest use of terminals and computers, i.e., 30% or more having daily or weekly use were also analyzed. Seven academic programs are in the "high use of computers" category according to response.

TABLE NO. 33

High Users Response To Where
Additional Micros Should Be Located

Preferred Location	Applied Math	Bus. Admin.	Food Sci. & Nutri.	Indus. Educ.	Indus. Tech.	Mgmt. Tech.	Media Tech.
Library	31.7(13)	23.8(10)	80.0(4)	25.0(8)	38.1(55)	50.0(11)	0.0
Media Self Instruct. Lab	4.8(2)	7.1(3)	0.0	6.3(2)	2.1(3)	0.0	25.0(1)
Library Checkout	4.9(2)	9.5(4)	20.0(1)	15.6(4)	12.5(18)	12.5(1)	50.0(2)
Residence halls	34.1(14)	19.1(8)	0.0	18.8(6)	17.4(25)	0.0	0.0
Campus labs	17.0(7)	19.1(8)	0.0	0.0	12.5(18)	12.5(1)	0.0
Other	0.0	2.4(1)	0.0	0.0	2.1(3)	25.0(2)	25.0(1)

Off campus (within 10 miles) and comuter students (more than 10 miles) also favored a library location (39% or 138) over any other location. Most likely, a library location is preferred because the facility is open and accessible to students (97 hours weekly) more than any other campus facility (other than residence halls which are really not open to the public).

It is obvious that additional microcomputers should be acquired for the LLC. Only two are currently available. Six are available in the media self-instruction laboratory. The make, model, accessories and quantity all need to be determined through close coordination with the academic computing service, faculty and students.

SPECIFIC COMMENTS

Students were asked to list the three library services, resources or facilities that they are most happy with. Responses were grouped by category and ranked according to frequency listed:

TABLE NO. 34

Services Most Happy With

Rank	Category	Responses
1	Periodicals	192
2	Reference	165
3	Card Catalog	93
4	Staff	76
5	Study Areas	64
6	ALIS	53
7	Collections	47
8	Rental Resource Service	47
9	Microfiche/Microfilm	43
10	Organization of Library	42

The top three, periodicals, reference and card (now called public because of on-line status) catalog all received very high awareness, use and value ratings stated earlier in this report.

Students were asked to list three suggestions for improvement. Response were grouped by category and ranked according to frequency listed:

TABLE NO. 35

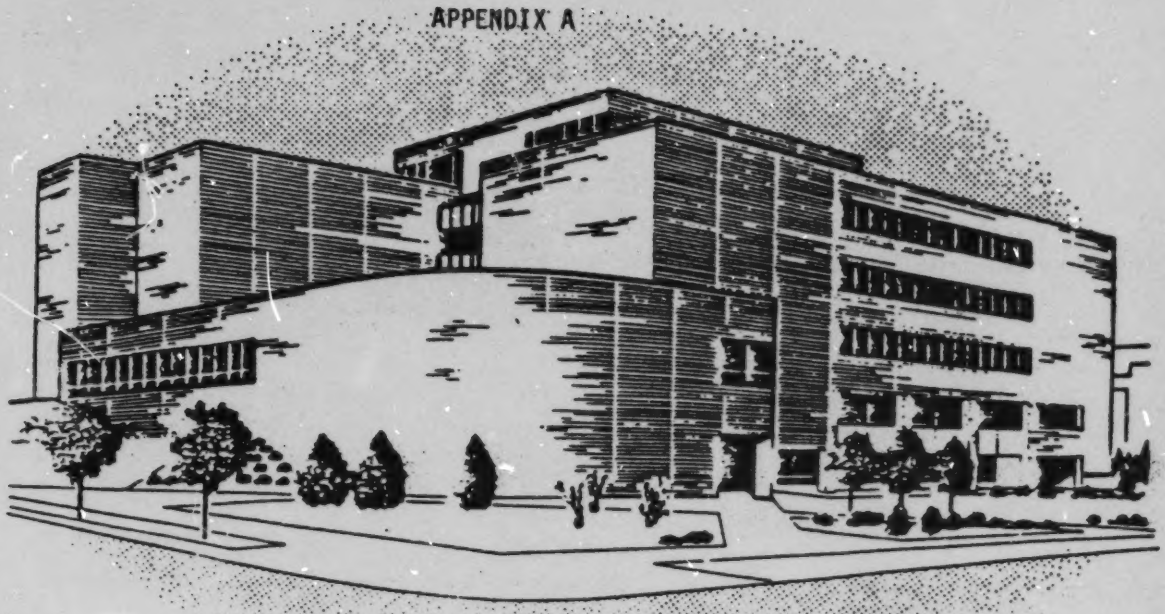
Three Suggestions For Improvement

Rank		Responses
1	More Library Hours	90
2	More Microcomputers	88
3	More Instruction-In-Use	77
4	Canteen/Lounge/Larger	60
5	Periodicals (keep in order)	57
6	More Study Rooms	46
7	Quiet	45
8	More Typewriters	40
9	More Photocopiers	38
10	Improve Main Entrance	26

More than half of the respondents stated that they were happy with existing library hours. Yet, ninety (13% of all respondents) chose to list "more library hours" as a suggestion for improvement. Evidently these people feel very strongly about additional hours. Other suggestions for more microcomputers, instruction-in-use, canteen/lounge simply reinforces earlier identified concerns which should be addressed by LLC staff. Additional rankings and general comments can be found in appendix C.

APPENDICES

APPENDIX A



FEBRUARY 15, 1983

HELP US MAKE YOUR LIBRARY LEARNING CENTER
SERVE YOU BETTER

WE ARE ASKING YOU TO TAKE 10-15 MINUTES OF YOUR TIME AND COMPLETE THE ATTACHED LIBRARY SURVEY. YOUR REPLY IS VERY IMPORTANT BECAUSE ONLY ONE OUT OF EVERY FIVE STUDENTS HAS BEEN RANDOMLY SELECTED TO COMPLETE THIS SURVEY. RESULTS WILL BE TABULATED, PUBLICIZED AND POSITIVE RECOMMENDATIONS FOR CHANGE WILL BE MADE.

PLEASE RETURN THE COMPLETED SURVEY IMMEDIATELY.

THANKS MUCH FOR YOUR HELP.

RESPECTFULLY YOURS,

JOHN J. JAX
DIRECTOR OF LIBRARY AND
ASSISTANT DEAN FOR LEARNING RESOURCES

UW-STOUT LIBRARY LEARNING CENTER STUDENT AWARENESS/NEEDS SURVEY

To serve you better, the Library Learning Center needs to:

1. Establish what you know about library services and resources; how often you use them; which of our services you use; and how valuable they are to you.

2. Identify what new or improved library services and resources you need.

Please help us by responding to the following statements. When finished, please return your response immediately to: the Library Learning Center, either through the campus mail, or by turning it in at the library main desk. (A return envelope is attached for your convenience.) For off-campus students, a self-addressed, stamped envelope is attached PLEASE RETURN BY MARCH 1, 1983. (This survey will take 15 minutes to complete.)

Please check appropriate category below: *(check more than one only if applicable)*

1. USER CATEGORY:
   a. ____Freshman
   b. ____Sophomore
   c. ____Junior
   d. ____Senior
   e. ____Grad. level
   f. ____Special student
   g. ____International student
   h. ____Less than half-time student

2. Did you transfer from another college or technical institute?
   a. ____Yes
   b. ____No

3. SEX:
   a. ____Female
   b. ____Male

4. AGE:
   a. ____17-21
   b. ____22-25
   c. ____26-35
   d. ____over 35

5. PLACE OF RESIDENCE:
   a. ____Residence hall
   b. ____Off campus (within 10 miles)
   c. ____Commuter (more than 10 miles)

6. CUMULATIVE GRADE POINT AVERAGE: *(check one below)*
   a. ____3.60-4.00
   b. ____3.00-3.59
   c. ____2.60-2.99
   d. ____2.00-2.59
   e. ____below 2.00
   f. ____unknown

(over, please)

COMPUTER LITERACY:

7. Do you type?
   a. ___Yes
   b. ___No

8. What level of experience have you had in directly using computer terminals? *(Check level below):*
   a. ___Use terminals almost daily
   b. ___Use terminals once per week
   c. ___Use terminals once per month
   d. ___Use terminals once per semester
   e. ___Never use

9. MAJOR STUDY AREA: *(Check current major)*

[1] ___American Industry
[2] ___Applied Mathematics
[3] ___Art
[4] ___Art Education
[5] ___Business Administration
[6] ___Child Development & Family Life
[7] ___Clothing, Textiles & Design
[8] ___Dietetics
[9] ___Early Childhood Education
[10] ___Fashion Merchandising
[11] ___Food Science & Nutrition
[12] ___Food Service Administration
[13] ___Guidance & Counseling
[14] ___Home Economics Education
[15] ___Home Economics General
[16] ___Home Economics in Business
[17] ___Hospitality & Tourism
[18] ___Hotel & Restaurant Management
[19] ___Industrial Education
[20] ___Industrial Technology
[21] ___Industrial & Vocational Ed.
[22] ___Management Technology
[23] ___Marriage & Family Counseling
[24] ___Marketing & Distributive Ed.
[25] ___Media Technology
[26] ___Professional Development
[27] ___Psychology
[28] ___Safety
[29] ___School Psychology
[30] ___Technical Education
[31] ___Vocational Education
[32] ___Vocational Rehabilitation
[33] ___Special Student
[34] ___Other (explain_____

10. LIBRARY USE FREQUENCY: About how often do you use the library? *(Check one)*
    a. ___7 or more times a week
    b. ___3-6 times a week
    c. ___2 times a week
    d. ___1 time per week
    e. ___1 time per month
    f. ___1 time per semester
    g. ___never use

11. LIBRARY USE FREQUENCY: If you checked "f" or "g" above, please check reason(s) below:
    a. ___I have no required library assignments.
    b. ___The library does not have the resources or services I need.
       ___I need_____.
       (state type of resource or service)
    c. ___The library is inconvenient because_____.
    d. ___I do not know how to use the library very effectively.
    e. ___I only need the library for study purposes during exam periods.
    f. ___Inadequate seating space.
    g. ___Other, list below:
       _____.

PART 1: AWARENESS/USE/VALUE

Directions: *For each statement in the AWARENESS column, circle Yes or No to indicate whether you are or are not aware that such a service or resource exists. If you answer Yes, then move across to the USE column. If you answer No, go to the next question.*

In the USE column, (if you circled Yes in the Awareness column) circle the degree to which you use the service or resource listed, this year. Then go on to the VALUE column.

For the VALUE column (if you circled Yes in the Awareness column and you indicated Use), circle the number which tells how valuable the service or resource has been to you this year.

SAMPLE: *The library is open on Sunday*	*AWARENESS*	*USE*	*VALUE*
	(Yes) No	*None Some Much*	*None Some Muc*
		1 (2) 3 4 5	*1 2 3 4 (5)*

	AWARENESS	USE	VALUE
12. AREA RESEARCH CENTER			
a. Historical materials relating to UW-Stout and the surrounding area are available in the Area Research Center.	Yes No	NONE SOME MUCH 1 2 3 4 5	NONE SOME MUC 1 2 3 4 5
13. CATALOGS			
a. The card catalog provides access to the collection by authors, titles, and subjects	Yes No	NONE SOME MUCH 1 2 3 4 5	NONE SOME MUC 1 2 3 4 5
b. Keyword indexes on microfiche provide access to audiovisual materials, pamphlets, and Stout theses	Yes No	NONE SOME MUCH 1 2 3 4 5	NONE SOME MUC 1 2 3 4 5
c. Microfiche indexes provide title listings of magazines and newspaper holdings	Yes No	NONE SOME MUCH 1 2 3 4 5	NONE SOME MUC 1 2 3 4 5
d. A computerized public catalog, which will eventually replace the card catalog, is now available for use	Yes No	NONE SOME MUCH 1 2 3 4 5	NONE SOME MUC 1 2 3 4 5
14. COLLECTION DEVELOPMENT			
a. Students may suggest books and other library resources for purchase	Yes No	NONE SOME MUCH 1 2 3 4 5	NONE SOME MUC 1 2 3 4 5
15. COLLECTIONS			
a. An open reserve collection of materials assigned by teachers is available on fourth floor	Yes No	NONE SOME MUCH 1 2 3 4 5	NONE SOME MUC 1 2 3 4 5

(over, please)

PART 1: AWARENESS/USE/VALUE *(continued)*

	AWARENESS	USE	VALUE
15. COLLECTIONS			
b. Examples of teaching aids such as curriculum guides, textbooks and children's literature are available in the educational materials collection on first floor of the library	Yes No	NONE SOME MUCH 1 2 3 4 5	NONE SOME MUCH 1 2 3 4 5
c. A collection of current best sellers is located in the reference area	Yes No	NONE SOME MUCH 1 2 3 4 5	NONE SOME MUCH 1 2 3 4 5
d. Files of pamphlet material (Vertical File, Travel & Tourism File) are located in the reference area	Yes No	NONE SOME MUCH 1 2 3 4 5	NONE SOME MUCH 1 2 3 4 5
16. EQUIPMENT			
a. Audiovisual and computer equipment may be checked out for home use	Yes No	NONE SOME MUCH 1 2 3 4 5	NONE SOME MUCH 1 2 3 4 5
b. Coin-operated typewriters are available in the library	Yes No	NONE SOME MUCH 1 2 3 4 5	NONE SOME MUCH 1 2 3 4 5
c. Several APPLE II microcomputers are located in the library for student use	Yes No	NONE SOME MUCH 1 2 3 4 5	NONE SOME MUCH 1 2 3 4 5
17. INTERLIBRARY LOAN			
a. Library materials may be borrowed on interlibrary loan from other libraries	Yes No	NONE SOME MUCH 1 2 3 4 5	NONE SOME MUCH 1 2 3 4 5
18. LIBRARY INSTRUCTION			
a. Your teacher can arrange for a librarian to conduct a class session on how to use the library and its resources	Yes No	NONE SOME MUCH 1 2 3 4 5	NONE SOME MUCH 1 2 3 4 5
b. Library handouts which help you use the library and find resources you need are available in the lobby and reference area	Yes No	NONE SOME MUCH 1 2 3 4 5	NONE SOME MUCH 1 2 3 4 5
19. REFERENCE			
a. Help and guidance in finding information in the library are available at the reference desk	Yes No	NONE SOME MUCH 1 2 3 4 5	NONE SOME MUCH 1 2 3 4 5
20. COMPUTER ASSISTED REFERENCE SERVICES			
a. Database searches (computer searches that result in a list of references on a topic) are available to supplement your search for information	Yes No	NONE SOME MUCH 1 2 3 4 5	NONE SOME MUCH 1 2 3 4 5

PART 1: AWARENESS/USE/VALUE *(continued)*

	AWARENESS	USE	VALUE
21. PROBLEM ASSISTANCE			
a. Circulation desk staff will search for materials you cannot locate	Yes No	NONE SOME MUCH 1 2 3 4 5	NONE SOME MUCH 1 2 3 4 5
b. Staff at the periodicals desk on second floor will help you locate periodicals/newspapers	Yes No	NONE SOME MUCH 1 2 3 4 5	NONE SOME MUCH 1 2 3 4 5
c. Help phones connected to the circulation and reference desks are located on floors 2-5	Yes No	NONE SOME MUCH 1 2 3 4 5	NONE SOME MUCH 1 2 3 4 5
Other Library Learning Center Services:			
22. ACADEMIC SKILLS CENTER			
a. Personal and academic advisement is available on second floor to assist students in mathematics, English, writing, reading and other skills services	Yes No	NONE SOME MUCH 1 2 3 4 5	NONE SOME MUCH 1 2 3 4 5
23. MEDIA SELF-INSTRUCTION LAB			
a. A self-instruction lab is available on second floor to assist students in learning to operate AV and microcomputing equipment	Yes No	NONE SOME MUCH 1 2 3 4 5	NONE SOME MUCH 1 2 3 4 5
24. RENTAL RESOURCE SERVICE			
a. Resources for courses may be rented from rental resource service	Yes No	NONE SOME MUCH 1 2 3 4 5	NONE SOME MUCH 1 2 3 4 5
b. All resources for courses may be purchased from rental resource service	Yes No	NONE SOME MUCH 1 2 3 4 5	NONE SOME MUCH 1 2 3 4 5
c. All resources not assigned to a course are available for checkout after the first ten class days in a semester or quarter	Yes No	NONE SOME MUCH 1 2 3 4 5	NONE SOME MUCH 1 2 3 4 5

(over, please)

PART 2: NEEDS ASSESSMENT

25. For what purposes do you most often use the library: place the numbers from 1 to 10 in rank order with 1 being most important and 10 being least important next to the letter in the "Purpose" column.

RANK (1-10) PURPOSE:

___a. to study
___b. to use periodicals (magazines, journals, newspapers)
___c. for leisure reading
___d. to use equipment
___e. to check out library materials
___f. to socialize or relax
___g. to use the reserve collection
___h. to use the reference collection
___i. to obtain services of a reference librarian
___j. for research

26. What library instruction have you had at UW-Stout? Check all that apply.

a. ___None
b. ___Guided tour
c. ___Audio tour
d. ___Used written library instruction handouts and publications
e. ___Slide-tapes or videotape
f. ___Individual help from a reference librarian
g. ___Information from classroom teachers
h. ___Help from friends
i. ___Session/s taught by a librarian in an English class, or the Library Exercises
j. ___Other introductory class sessions by a librarian
k. ___Advanced instruction in subject resources

27. Do you want more instruction in use of the library?

a. ___Yes *(proceed to question #28)*
b. ___No *(proceed to question #29)*

28. What types of library instruction do you want? Check all that apply.

a. ___Guided tour
b. ___Audio tour
c. ___Handouts a publications
d. ___Slide-tapes or videotapes
e. ___Self-paced library skills materials
f. ___Individual help from a reference librarian
g. ___Information from classroom teachers
h. ___Help from friends or student assistants
i. ___Sessions taught by a librarian in an English class
j. ___Advanced instruction by a librarian about resources for your major field of st
k. ___Credit course in library methods
l. ___Others: Please list _____

_____

_____

PART 2: NEEDS ASSESSMENT, *continued*

29. How many of your courses require use of the library? Check one below.
    a. ___most (4-6)
    b. ___some (2-3)
    c. ___few (1-2)
    d. ___none

30. Do your teachers encourage use of the library
    a. ___Yes
    b. ___No

31. How would you rate your teachers' awareness of library resources, services, and facilities?
    a. ___Very aware
    b. ___Adequately aware
    c. ___Aware
    d. ___Unaware
    e. ___No opinion

32. Are the library open hours satisfactory? Check all that apply:
    a. ___adequate as is
    b. ___need earlier open hours in morning
    c. ___need later hours in evening
    d. ___need more hours on Saturday
    e. ___need more hours on Sunday
    f. Least useful hours are:_____

33. How satisfactory are the hours when assistance from a reference librarian, at the reference desk, is available? Check most desirable:
    a. ___adequate as is
    b. ___earlier hours (before 9 a.m., Mon.-Fri.)
    c. ___later hours in afternoons (4:30-6:30 p.m., Mon-Thurs.)
    d. ___Friday evening hours (6:30-9:30 p.m.)
    e. ___later hours in evening (9:30-11 p.m.)
    f. ___more hours on Saturday
    g. ___more hours on Sunday
    h. Least useful hours are:_____

34. The 28-day loan period for books:
    a. ___is adequate
    b. ___should be shortened
    c. ___should be lengthened
    d. ___should not permit renewals
    e. ___other:_____

35. The 3-day loan period for most audiovisual materials:
    a. ___is adequate
    b. ___should be shortened
    c. ___should be lengthened
    d. ___should permit renewals
    e. ___other:_____

(over, please)

PART 2: NEEDS ASSESSMENT, *continued*

36. Library resources in my major field of study or program are: *(circle number value for each category below)*

	Inadequate		Adequate		Very Adequate	No Opinic
a. Periodicals	1	2	3	4	5	___
b. Indexes/Abstracting Titles	1	2	3	4	5	___
c. Computer Assisted Data Base Searching	1	2	3	4	5	___
d. Books	1	2	3	4	5	___
e. Audiovisual	1	2	3	4	5	___

37. For each library service noted below, circle the number value of adequacy:

	Inadequate		Adequate		Very Adequate	No Opinic
[1] Card catalog	1	2	3	4	5	___
[2] Reference librarian assistance	1	2	3	4	5	___
[3] Circulation desk assistance	1	2	3	4	5	___
[4] Interlibrary loan	1	2	3	4	5	___
[5] Periodicals desk assistance	1	2	3	4	5	___
[6] Area research center	1	2	3	4	5	___
[7] Computer assisted data base searching	1	2	3	4	5	___
[8] Photocopying equipment	1	2	3	4	5	___
[9] Microforms collections	1	2	3	4	5	___
[10] Microforms equipment	1	2	3	4	5	___
[11] Equipment available for checkout	1	2	3	4	5	___
[12] Coin-operated typewriters	1	2	3	4	5	___
[13] Academic computing terminals	1	2	3	4	5	___
[14] Instruction in use of library	1	2	3	4	5	___
[15] Written library instruction guides	1	2	3	4	5	___
[16] Building directional aids	1	2	3	4	5	___
[17] In-library help phones	1	2	3	4	5	___
[18] Physical organization of the library	1	2	3	4	5	___
[19] Orderliness of book and periodical stack/storage area	1	2	3	4	5	___
[20] Canteen/lounge area	1	2	3	4	5	___

PART 2: NEEDS ASSESSMENT

37. *continued*

	Inadequate		Adequate		Very Adequate	No Opinion
[21] Reserve collection	1	2	3	4	5	___
[22] Educational materials collection	1	2	3	4	5	___
[23] Reference collection	1	2	3	4	5	___
[24] Best seller new books collection	1	2	3	4	5	___
[25] Procedure for suggesting new titles for purchase	1	2	3	4	5	___
[26] On-line computerized public catalog	1	2	3	4	5	___
[27] Group study rooms	1	2	3	4	5	___
[28] Rental resource service	1	2	3	4	5	___
[29] Visually handicapped aids	1	2	3	4	5	___
[30] Microcomputer terminals and printers	1	2	3	4	5	___
[31] OCLC terminal which tells about other libraries' holdings	1	2	3	4	5	___
[32] 16mm film collection	1	2	3	4	5	___

38. If more microcomputers are purchased, in which location would they be most useful: *(check one category below)*

a. ___in main library
b. ___in Media self-instruction laboratory
c. ___available for checkout from library
d. ___in residence halls
e. ___in campus laboratories outside the library
f. ___other: _____

PART 3: SPECIFIC COMMENTS

39. Please list the three library services, resources or facilities that you are most happy with:

a. _____

b. _____

c. _____

40. Please list three suggestions for improvement of library services:

a. _____

b. _____

c. _____

Thank you.

TO: Library Survey Respondents

FROM: John J. Jax, Director of Library and Assistant Dean for Learning Resources

DATE: March 2, 1983

Just a reminder. We hope that you will take time to complete the library survey sent to you two weeks ago, if you have not already done so. Your reply is important in order to improve library services.

We look forward to your survey return.

Thank you.

vt

APPENDIX C

38. Please list the three library services, resources or facilities that you are most happy with. (By frequency of comment)

Category	No. of Responses
Periodicals	192
Reference	165
Card Catalog	93
Staff	76
Study Areas	64
ALIS	53
Study Rooms	51
Collections	47
Rental Resource Service	47
Microfiche/Microfilm	43
Organization of Library	42
Computer Terminals (non-ALIS)	38
Equipment for checkout	33
EMC	31
Media Self-Instruction Lab	29
Library Instruction	28
Reserve Collection	28
Canteen	27
Audio Visual Materials	26
Typewriters (coin-op.)	21
Telephone (in-house help)	20
Loan Periods	20
Library Instruction	20
Cleanliness of building	18
Circulation Desk Assistance	17
Photocopiers	16
Quiet	15
Academic Skills Center	12
Best Sellers	12
Hours Open	12
CARS/Computer Assisted Reference	7
Research Materials	7
Abstracts/Indexes	6
Films	6
Interlibrary loan	6
Elevators	5
Videodisk	4

PART 3: SPECIFIC COMMENTS

38. Please list the three library services, resources or facilities that you are most happy with. (By broad category)

Category	No. of Responses
Abstracts/Indexes	6
Academic Skills Center	12
ALIS	53
Area Research Center	7
Audio Visual Materials	26
Best Sellers	12
Canteen	27
Card Catalog	93
CARS (Computer Assisted Reference Services)	8
Circulation Desk Assistance	17
Cleanliness of building	18
Collections	47
Computer Terminals (non-ALIS)	38
Elevators	5
EMC	31
Equipment (checkout)	33
Films	6
Hours	12
Interlibrary Loan	6
Library Instruction	28
Loan Periods	20
Media Self Instruction Lab	29
Microfiche/Microfilm	43
Organization of Library	42
Periodicals	192
Photocopiers	16
Quiet	15
Reference	165
Rental Resource Service	47
Research Material	7
Reserve Collection	28
Staff	76
Study Areas	64
Study Rooms	51
Telephones (In-house help)	20
Typewriters	21
Videodisk	4

GENERAL COMMENTS NOT GROUPED

39. Please list three library services, resources or facilities that you are most happy with.

- All the smiling faces I usually see and the staff's willingness to help!
- I am glad the survey was done. I think it is taking the upper classmen longer to adjust to the new library.
- The help available is very good. (Reference desk, circulation desk, etc.)
- Help from the reference librarians has been outstanding.
- Good periodical collection of both professional and general magazines.
- Thank you. The library is very good.
- Keep the good work. You are a fantastic bunch.
- Reference desk and their willingness to help.
- EMC is well organized.
- The entire staff is always courteous and helpful.
- I think that the library is real complete, modern and satisfactory.
- Reference librarians are very helpful.
- I've hardly used the library at all since the classes I'm in do not require any library study and also since I have limited time after work and school. From the questionnaire I have learned many things about the library of which I was previously unaware.
- A great library.
- Well organized library.
- Great typewriters.

GENERAL COMMENTS NOT GROUPED

40. Please list three suggestions for improvement of library services:

- Add an information booth in the lobby.
- More trade journals for merchandising students essential.
- More books on nutrition.
- More graphic arts magazines.
- Have a separate graduate area.
- Second floor exit.
- Coffee in lounge.
- Fruit juice in lounge.
- Longer reference desk hours.
- Friendlier janitors.
- Take home librarians.
- One credit course in library instruction.
- More pencil sharpeners.
- More art books.
- Maps in lobby of LLC which indicates whats on each floor.
- Put together a booklet telling what most used indexes and abstracts contain, which are related to what field, etc.
- Some books are ancient. More up-to-date materials would help.
- We need aggressive people to enforce quiet especially when groups go together.
- Better pencil sharpeners.
- Students at check desk are sometimes rude.
- Room with music.
- Need more reference assistants later in day and night.
- Escort service for evening hours.

- Put up signs for people to whisper or not to talk at all, especially on 2nd floor.
- No need for improvement.
- Post quiet signs.
- I don't use the library, my classes don't require it.
- Elevators should be used by custodians and handicapped only.
- Have current ADA journals out sooner; not usually there.
- Open old library.
- One way entrances into periodicals.
- College catalogs in book form.
- Need more instruction on what's available especially for upper class people.
- Hand towels in bathrooms.
- Publicize interlibrary loan.
- Take computers out.
- Ban computer games.
- Explain LC headings.
- Have food and drink in all areas.
- Take pop outside canteen.
- Put all periodicals on microfiche.
- More books on psychology and medicine.
- Use Dewey Decimal system.
- More ethnic books.
- More library materials in marriage and family field.
- More books on pleasure reading.
- More books in interior design.
- More books on graphics/industrial design.

- Shorten Friday evening hours and add to Saturdays
- Add early evening reference hours.
- More National Geographic films.
- I'm sorry I wasn't much help. I did go through and answer all questions. I have never set foot in the new library. I don't plan on having to either. It's a good idea for most people, but not for me. I hate libraries. Sorry I wasn't much help.

40. Please list three suggestions for improvement of the library services: (By broad category)

Category	No. of Responses
Academic Skills Center	2
ALIS (instruction)	6
Campus Phones	2
Canteen/Lounge	60
CARS (Computer Assisted Reference Services)	3
Change Machines	9
Clocks (More)	15
Collection (more fiction)	11
Computer terminals (more micros)	88
EMC	3
Entrance (main)	26
Equipment (quiet use)	23
Films (more)	13
Furniture (more)	24
Hours (more)	90
Instruction-in-use (more)	77
Loan Period (increase in length)	21
Microfiche/film copiers (more)	9
Newspapers (more)	3
Media Self Instruction Lab	2
Organization	17
Publicity (more)	6
Periodicals (order)	57
Photocopiers (more)	38
Quiet	45
Reference	14
Reference hours (more)	17
Rental Resource Service	2
Reserve	17
Security	6
Signs (more)	11
Staff Assistance	14
Student Assistants (more knowledgeable)	9
Study Rooms (more)	46
Telephones (campus)	6
Typewriters (more)	40
Vandalism (reduce)	14
Videodisk (more)	2

University of Wisconsin-Stout
Menomonie, WI

LIBRARY LEARNING CENTER

FACULTY/ACADEMIC STAFF AWARENESS/NEEDS SURVEY

PART III

Conducted by
John J. Jax, Director
with the assistance of LLC staff
January, 1984

FACULTY/ACADEMIC STAFF SURVEY FINDINGS

This study is part three of three parts. Part one consists of combined student and faculty/academic staff survey summary. Part two comprises student findings.

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SUMMARY AND CONCLUSIONS

Each full, part-time, faculty, academic staff lecturer received a survey instrument, 524 in total. A forty-three percent return or 224 replies were received.

Faculty/academic staff users were found to use the Library Learning Center less than students on the average. Mean use by faculty was found to be one time per week as compared to twice weekly for students. Three faculty, or 1.3% of faculty/academic staff, reported that they never used the library.

Faculty differed from students in listing their chief reasons for using the library. Faculty listed checking out materials and using reference service as their main uses of the library, while students listed studying and research.

Twenty-seven percent, or 61, faculty/academic staff reported that 100% of their courses required use of the library. Sixteen or 7.1% responded that none of their courses required library use. Average response indicated that 50% of all courses taught require library use.

When faculty were asked if they encouraged students to use the library, 77% responded yes. Coincidentally, students also stated that 77% of their teachers encouraged use of the library.

Faculty perceive that their students are aware of library resources, services and facilities but that their "perceived awareness" is less than adequate. A few departments identified their students as being "unaware" of library services, resources and facilities. These departments have been identified in the main report text.

Faculty were helpful in identifying types of library instruction which would be beneficial to their students. Individual help from a reference librarian was listed as the most preferred type of library instruction to be given students, followed by guided tours and handouts.

When asked how faculty/academic staff should be introduced to the library and its services, most reponded with, "a guided tour."

Current library hours and reference service meet with the general satisfaction of faculty/academic staff. Seventy-one percent are satisfied with current hours of service.

A 28-day loan period with renewal is current policy for faculty loan of books. Sixty-two percent responded that the current loan period is adequate. Eight percent or 18 of the respondents favored a longer loan period. Interest was expressed to have a reservation period for video tapes which are used for instruction. Otherwise, loan periods for audio-visual and books are satisfactory.

Faculty/academic staff are generally aware of most library services, resources and services. Highest awareness, use and value is placed upon reference, interlibrary loan and library instruction handouts among faculty. A few services are not widely known. These services are identified in the main report text.

Because collection development involves faculty directly, faculty were asked, "what percent of the resources needed for instruction are you able to find in the library?" Results indicate that 61-80% of the resources needed can be found in the UW-Stout library. Several departments reported a low incidence of success in finding needed resources. These departments are identified in the main report.

When asked which collections should retain the most fiscal support during times of decreased budget, faculty stressed that the "main collection" should be supported first. Periodicals and reference resources were ranked second and third respectively.

Thirty-four library resources/services were evaluated by faculty/academic staff for an adequacy rating. All services evaluated received at least an "adequate" rating. Highest adequacy ratings were given to reference service and the public catalog.

Faculty further rated periodicals, books, indexes/abstracts and Computer Assisted Reference Service resources in their fields. The resources of several major disciplines were rated as less than adequate. These disciplines are identified in the main report.

The question of where to locate additional microcomputers was asked. Faculty/academic staff prefer a location in campus laboratories outside the LLC. Students, however, preferred an LLC location.

Two services not currently offered were presented to faculty to determine interest. A service which routes bibliographic citations of new library holdings based upon a faculty member's interest profile was given a "some-to-much value" rating. A pickup and delivery service for books, photocopies, etc., received a "some" value rating. About half of those surveyed gave a "no value" rating and half gave a "some value" rating for the latter.

In general, faculty rendered satisfaction for existing library services and resources. Definite voids have been identified and recommendations which will address these voids are listed in the main report.

A copy of the survey instrument is found in Appendix A, Part 3.

RECOMMENDATIONS

The following recommendations evolved from data gathered in the faculty/academic staff study and should be considered in both the immediate future and in long range planning:

LIBRARY INSTRUCTION:

1. Initiate a formal program of library orientation for faculty on an annual basis based upon information included in Table No. 9.

2. Develop a more in-depth concentration of orientation for faculty/academic staff in the fields of Human Development, Family Life, Community Educational Services and Early Childhood Education based upon findings on page 23.

3. Concentrate on making faculty aware of library instruction available in the departments of Materials & Processes, Mathematics and Vocational Rehabilitation and Speech & Foreign Language. See Table No. 23.

4. Increase awareness to the fact that faculty can consult librarians for help in designing library research assignments for their students or service needs. See Table No. 24.

5. Identify means to increase awareness of services/resources that were identified as having low awareness in Table No. 20.

6. Review present allocation of Library Instruction responsibilities and place in perspective with any projected increases in coverage deemed necessary as a result of this study.

COLLECTION DEVELOPMENT:

7. Initiate study which reveals why the departments of Habitational Resources and Human Development, Family Life, Community Educational Services perceive the need to useinterlibrary loan as an alternate to existing library resources. See pages 35-36.

8. Examine periodical holdings adequacy in the fields of Physics, Foods & Nutrition, Habitational Resources and Industrial Management. See Table No. 42.

9. Examine monograph holdings adequacy in the fields of Habitational Resources, Food & Nutrition, Apparel, Textiles & Design, Student Services and others as listed in Table No. 43.

10. Continue to emphasize in a primary effort, the building monograph (main) collection during times of declining budgets. See Table No. 39.

11. Analyze why the Student Services division perceives that overall book resources are less than adequate.

COMPUTER ASSISTED REFERENCE SERVICE:

12. Explore options which will promote further awareness of CARS to faculty and academic staff as identified in Table No. 44.

SDI (SELECTIVE DISSEMINATION OF INFORMATION)

13. Explore a pilot program of SDI based upon a carefully developed faculty interest profile. See Table No. 47.

PICKUP & DELIVERY SERVICE:

14. Because of marginal interest, it is recommended that the LLC not initiate pickup and delivery service at this time.

LOW VISION EQUIPMENT:

15. Increase publicity and awareness of low vision equipment and services available in the LLC. See Table No. 34.

OTHER:

16. Clarify LLC responsibilities associated with staff developed bibliographies for faculty/academic staff.

BACKGROUND AND PURPOSE

The faculty and academic staff awareness/use/needs survey was administered to users in April, 1983, as the second of two surveys (the first administered to students in February, 1983) used to evaluate existing services to Library Learning Center users; to develop ideas for new programs and establish priorities for the future.

SURVEY SAMPLE

The survey instrument was patterned after the student user awareness/use/needs model with different questions and statements posed for faculty/staff. Each full, part-time faculty, academic staff and lecturer received a survey instrument, 524 in total. A forty-three percent return or 224 replies were realized. Surveys were distributed via campus mail to individual offices accompanied by a self-addressed Library Learning Center envelope. Return was anonymous with no follow-up attempt after the two week response deadline.

The University Academic Computing Service tabulated returns. A copy of the survey instrument can be found in Appendix A.

CHARACTERISTICS OF FACULTY/ACADEMIC STAFF

Response revealed a predominance of ranked faculty, 63% or 142 as opposed to 33% or 74 academic staff. The actual university ratio is 64% faculty and 36% academic staff. This indicates that the response was very representative. Only 1% or 2 of the respondents reported being part-time.

Forty-nine percent or 110 of the respondents reported having tenure and 51% or 114 not having tenure.

The average number of years spent at Stout by faculty/academic staff respondees is 6-10 years. Twenty-five percent or 57 respondents have been employed at Stout for over 16 years and 17% or 38 for just 1-2 years. The median (57) response is over 16 years.

The sex ratio of responses was found to be 36% (81) female compared to 63% (141) male. The overall university ratio is 35% female to 65% male, which again attests to a very representative response.

Responses were received from each department on campus except American Industry. No response was received from "General Services" which is the administrative and physical plant operation on campus.

LIBRARY USE

How often faculty/academic staff use the library for research, personal or professional reasons is generally unknown. Do faculty use the library more frequently than students, or less? If use is slight (one time per semester) or never, what are the reasons? These questions were asked of faculty/academic staff at UW-Stout.

Mean use by faculty/academic staff was found to be one time per week which compares to twice weekly for students. Thirty-four percent of the faculty/academic staff use the LLC at least once per week. Summary use statistics are:

TABLE NO. 1 (N = 244)

Use Category	% Total Response	Number Responding
7 or more times weekly	4.9	11
3-6 times weekly	8.5	19
2 times weekly	19.2	43
1 time per week	33.9	76 = median
1 time per month	22.8	51
1 time per semester	8.0	18
Never use	1.3	3

By department, the most frequent LLC faculty/academic staff users according to responses are:

TABLE NO. 2

Department	Frequency of Use
Art	Twice Weekly
Biology	" "
Education and Psychology	" "
Foods and Nutrition	" "
Habitational Resources	" "
Human Development, Family Living & Community Educational Services	" "
Learning Resources	" "
Media Technology	" "

When comparing student responses among departments listed above, Foods and Nutrition students were also listed as being in the "high user" group of 3-6 times weekly. Because student responses were compiled according to academic program rather than department, a true comparison cannot be made with every faculty/academic staff department listed.

Respondents in departments reporting lowest use by comparison were:

TABLE NO. 3

Department	Frequency of Use
Music	Once per month
Physical Education & Athletics	Once per month
Physics	Once per month

Type of appointment (faculty, academic staff, lecturer, full-time, part-time, tenure, not tenured) was examined to discern whether library use frequency was different. Except for part-time appointments which reported low use (once per month) as a group, no other distinction in use could be found. Sex, or years at Stout did not appear to make any difference in level of use either.

Respondents reporting use of the library only once per semester (8.0% or 18 people) or never (1.3% or 3 people) were asked to check reasons. Eleven persons checked, "not having a need for library services," and only two responded that, "the library does not have the resources or services I need." Only one person responded or admitted that they did not know how to use the library very effectively.

General comments stating reasons for not using the LLC were clustered on a central theme: "To busy teaching and heavy overloads." Other comments included, "living in another city." "having personal resources close at hand" and LLC lack of specific periodicals in the faculty member's field.

COURSE REQUIRING LLC USE

Twenty-seven percent or 61 faculty/academic staff reported requiring use of the library in 100% of their courses. Only 7.1% (or 16 respondents) indicated that none of their courses taught required using the library. The mean (average) for all responses indicate that 50% of their courses require library use. The median response also indicates that 50% of their courses require library use.

Faculty/Academic staff (by departments) reporting that a high number of their courses require students to use the library were:

TABLE NO. 4

Department	% of Respondents Stating All Courses Require Use	Number
Foods & Nutrition	100	5
Industrial Marketing Education	87	7
Habitational Resources	71	5

Faculty/academic staff perceptions stating that the degree to which their courses required use of library and students' perceptions concerning, "how many of their courses require library use?", did not differ appreciably. For example, the mean response for the question, "how many courses require

library use?", was 50% for both faculty and students. Conversely, 7.1% (16 out of 224) indicated that none of their courses required library use while students perceived that only 2.8% (19 out of 685 respondents) of their courses required no library use.

Faculty/academic staff by department reporting the highest incidence of their courses requiring no library use were:

TABLE NO. 5

Department	% of Respondents Stating No Use Required	Number
Music	75	3
Social Sciences	25	2
Math	25	2
Biology	25	1

When asked, "do you encourage your students to use the library?", 77% or 174 reported yes. When a near identical question was asked of students, 77% or 528 also stated yes.

FACULTY PERCEPTIONS CONCERNING STUDENTS' AWARENESS OF LIBRARY RESOURCES, SERVICES, FACILITIES

It is important to learn how faculty perceive students' library skills and to what extent additional library instruction should be administered. Faculty/academic staff were asked, "how would you rate your students' awareness of library resources, services and facilities?" See Table No. 6.

TABLE NO. 6 (N = 224)

Category	% Of all Responses	Number	Mean	Median
Very Aware	2.2	5		
Adequately Aware	14.3	32		
Aware	41.1	92	XX	XX
Unaware	14.3	32		
No Opinion	5.8	13		
Not Applicable (non-teaching)	12.5	28		

Analysis by department depicted little evidence that students in any one discipline were perceived as having significant "above" awareness in library knowledge. Conversely, faculty in two departments perceived that their students significantly lacked awareness: See Table No. 7.

TABLE NO. 7

Department	Category	% Responding	Number
Graphic Communications	Students Unaware	43	3
Social Sciences	Students Unaware	37	3

In summary, the above faculty perceive students as having general awareness but less than adequate awareness of library resources, services and facilities.

LIBRARY INSTRUCTION

Faculty/academic staff were asked, "what types of library instruction would you like your students to have?" Respondents were asked to check all that applied. Total responses by preference are found in Table No. 8.

TABLE NO. 8 (N = 224)

Category	% Indicating Preference	Number
Individual help from a reference librarian	56	125
Guided tour	45	101
Handouts and publications	44	98
Advanced instruction by a librarian about resources for your major field of study	35	80
Slide tapes or videotapes	28	62
Audio tour	27	61
Self-paced instruction	24	53
Information from you, the classroom teacher	20	45
Credit course in library research	16	35
No instruction	2	5

Faculty preference for type of student library instruction did not differ significantly from students' preferences except that more students listed "advanced instruction by a librarian" as their first choice according to the number and frequency of choices checked.

FACULTY/ACADEMIC STAFF LIBRARY ORIENTATION

At UW-Stout there is no formalized program of library orientation/instruction for faculty/academic staff. Effort is extended to contact each new staff member during the first week of instruction each fall. When queried as to "how new faculty and staff should be introduced to the library and its services?," the following preferences were stated:

TABLE NO. 9 (N = 224)

Category	% Checking Preference	Number
Guided tour	29	66
Individual help from librarians	8	18
Library information packet	5	11
Reception in the library	2	5
Audio tour	1	2
Slide/tape or video tapes	1	1

There is sufficient evidence to conclude that some formal program of library orientation should be provided faculty/academic staff on at least an annual basis. Thus library hours and staff access and services available must be convenient to faculty.

LIBRARY HOURS/REFERENCE SERVICE/LOAN PERIODS

Faculty have slightly different needs for library access than students have.

Faculty were asked to critique library hours open, reference service hours and loan periods for books and audiovisual materials.

Library Hours: The LLC is currently open:

Sunday	1:00 p.m. - 11:00 p.m.
Monday-Friday	7:45 a.m. - 11:00 p.m.
Saturday	9:00 a.m. - 5:00 p.m.

Faculty appear satisfied with existing library hours as per following responses:

TABLE NO. 10 (N = 224)

Category	% Responding	Number
Adequate as is	67	151
Need more hours on Saturday	12	27
Earlier open hours A.M.	11	25
More hours on Sunday	11	25
Later hours in evening	6	13

Only twelve responses were made when staff were asked to indicate "least useful hours." Eight of 12 identified late evening (after 10 p.m.) and Saturdays as being least useful.

Reference Service Hours: Current Reference Hours are:

Sunday	7:00 p.m. - 9:30 p.m.
Monday-Thursday	9:00 a.m. - 5:00 p.m.
	6:30 p.m. - 9:30 p.m.
Friday	9:00 a.m. - 5:00 p.m.
Saturday	1:00 p.m. - 4:00 p.m.

Seventy-one percent responded that reference service hours are "adequate as is." Response summary is found in Table No. 11.

TABLE NO. 11 (N = 224)

Category	% Responding	Number
Adequate as is	71	159
More hours on Sunday	6	13
Later hours in afternoon	5	11
Earlier hours (before 9 a.m.)	4	10
Later hours in evening	4	10
More hours on Saturday	4	10
Friday evening hours	0.5	1

Only five respondents replied to the query, "least useful reference hours."

LOAN PERIOD FOR BOOKS: A 28-day loan period with renewal is policy for both faculty/academic staff and students. Since there is an equitable loan period, which is rather unique to academic libraries, it was important to find the level of satisfaction among faculty. Sixty-two percent responded that the current

28-day loan period with renewal is adequate. Interestingly, 19% indicated that the loan period should be even shorter. Only 8% responded that the loan period should be lengthened. Summary tabulations are: Question: "The 28-day loan for books is":

TABLE NO. 12 (N= 224)

Category	% Responding	Number
Is Adequate	62	138
Should be shortened	19	43
Should be lengthened	8	18
Should not permit renewals	3	6
Other	4	5

Responses in the "other" category all indicated a preference for a longer loan period, of either quarter or semester long duration.

LOAN PERIOD FOR AV RESOURCES: Current policy is 14-day loan with renewal (except for films and equipment). General feeling among faculty resides with satisfaction in the current AV loan period. There is some sentiment for a longer loan period when instructional use is involved.

Video tapes were identified as a format which is used for instruction often and where a reservation system similar to films would be convenient to faculty. Consideration of duplication or other means of insuring that video tapes are available for instruction when needed should be made.

USE OF SPECIALIZED FORMATS AND SERVICES

Information was sought pertaining to faculty/academic staff actually making assignments which require student use of the following LLC resources and services: Question: "Have you made one or more specific assignments this year requiring the use of:"

TABLE NO. 13 (N = 224)

	% Response Yes	Number	% Response No	Number
Academic Computer Terminals in LLC	12	27	62	138
Microcomputers	13	28	60	135
16mm films owned by LLC	38	86	43	96
Rental films from Rental Resource Service	26	57	50	112

This information is perceived to be of value in planning for future budget allocation. By department, analyses indicated some programs rely more heavily on certain formats and services than others. The primary users by department of different formats are summarized in Tables No. 14-17.

TABLE NO. 14 (N = 224)

Academic Computer Terminals in LLC

	% Responding Yes	Number
Mathematics	63	5
Foods & Nutrition	60	3
Graphic Communications	29	2
Industrial Management	27	3

TABLE NO. 15 (N = 224)

Micros

	% Responding Yes	Number
Industrial & Marketing Education	75	6
Graphic Communication	57	4
Media Technology	40	2
Mathematics	38	3

TABLE NO. 16 (N = 224)

16MM Films

	% Responding Yes	Number
Materials & Processes	83	5
Human Development, Family Living, etc.	73	8
Education & Psychology	67	8
Energy & Transportation	67	2
Industrial & Marketing Education	63	5

TABLE NO. 17 (N = 224)

Rental Films

	% Responding Yes	Number
Art	75	3
Energy & Transportation	67	2
Materials & Processes	67	4
Education & Psychology	58	7
Habitational Resources	57	4
Human Development, Family Living, etc.	55	6

AWARENESS/USE/VALUE

A rating scale was developed to permit faculty/academic staff to evaluate awareness, use and value of resources and services offered. A scale of 1 = low, 3 = some, 5 = high was used for each of the above three categories. A sample appears below:

SAMPLE:	AWARENESS	USE	VALUE
The library is open on Sunday	(Yes) No	None Some Much 1 (2) 3 4 5	None Some Much 1 2 3 4 (5)

As with student respondents, reference service rated extemely high in awareness (98%), use and value among faculty and staff.

Services with high awareness (80%) or more), at least moderate use, and high value (4.0 or more) were: (based upon this scale: None Some Much):
1 2 3 4 5

TABLE NO. 18 (N = 224)

Service/Resource	% Awareness	Use	Value	Number
Reference	98	3.2	4.4	219
Interlibrary Loan	97	2.4	4.1	217
Library Instruction Handouts	94	2.6	4.1	210
ALIS (Automated Library Information System)	90	2.5	4.1	202
AV Checkout	88	3.2	4.1	191
CARS (Computer Assisted Reference Service)	88	2.1	4.0	197
Rental Resource Service	88	3.2	4.1	198
Library Instruction Classes	84	2.1	3.8	189
Coin-operated typewriters	84	2.4	4.1	188

Services having moderate awareness (60-79%) were:

TABLE NO. 19 (N = 224)

Service/Resource	% Awareness	Use	Value	Number
Staff at the periodicals desk on second floor will help you locate periodicals/newspapers	79	2.0	3.6	217
All resources for courses may be purchased from rental resource service	75	2.4	3.7	218
Examples of teaching aids such as curriculum guides, textbooks, and children's literature are available in the EMC on the first floor of the library	74	2.0	3.3	219
A self-instruction lab is available on second floor to assist patrons in learning to operate AV and microcomputing equipment	73	1.9	3.8	218
COM (Computer-Output Microfiche) indexes to periodical and newspaper holding record	73	2.6	3.8	219

TABLE NO. 19 (Cont'd)

Service/Resource	% Awareness	Use	Value	Number
Personal and academic advisement is available on second floor to assist students in mathematics, English, writing, reading and other skills.	73	2.0	3.7	218
A group of low vision equipment for the visually impaired is located in the Library Learning Center	71	1.3	3.9	220
Orientation to the EMC and instruction in the use of its resources can be arranged	70	1.8	3.2	220
Teachers and staff can consult librarians for help in designing library research assignments for their students or service needs	70	1.9	3.6	219
COM (Computer-Output Microfiche) indexes to special collections are available for EMC curriculum materials	69	2.0	3.2	217

TABLE NO. 19 (Cont'd)

Service/Resource	% Awareness	Use	Value	Number
Faculty and academic staff, with the assistance of the Rental Resource Coordinator are encouraged to design their own instructional class packages which are distributed in the same manner as textbooks which eliminates placing resources on open reserve	68	2.0	3.8	220
A wide variety of primary research materials are available for transfer from the State Historical Society for use in the Area Research Center	60	1.4	2.9	221
COM (Computer-Output Microfiche) indexes to EMC posters and pamphlets are available	59	1.7	2.9	217
A librarian who specializes in interpreting EMC materials is available	58	1.9	3.3	220

TABLE NO. 19 (Cont'd)

Service/Resource	% Awareness	Use	Value	Number
Files of pamphlet material (vertical file, Travel & Tourism file) are located in the reference area	57	2.0	3.1	220
COM (Computer-Output Microfiche) indexes to pamphlets/ maps in the Vertical and Travel/Tourism files are available	51	2.0	3.1	118
Historical and current materials relating to UW-Stout, genealogy, and the surrounding area are available in the Area Research Center	45	1.5	3.0	182

Services/resources having rather low awareness, subsequent low use with some value are:

TABLE NO. 20 (N = 224)

Service/Resource	% Awareness	Use	Value	Number
Area Research Center; Records Management	42	1.6	1.8	95
Library assists staff in developing bibliographies	42	1.8	3.5	95
Area Research Center; historical and current materials relating to UW-Stout, geneology, etc., are available in ARC	46	1.5	3.6	182
Rental Resource Service; resources not assigned to a course are available for checkout	53	2.3	3.6	95
Files of pamphlet material, vertical file, travel & tourism are located in reference area	57	2.0	3.1	129
A librarian who specializes in interpreting EMC materials and services is available	58	1.9	3.3	130

Some services and resources with respondents indicating a "low" awareness need to be explained. Programs not having a direct need or relationship to a particular service entity such as the EMC (Educational Materials Center) and the Area Research Center would have a somewhat lower awareness, use and value than departments directly tied to these services such as education majors and concentrations involving local history, genealogy, etc. An analysis of responses proves this to be true. For example, history course offerings fall within the social sciences department and these respondents along with those indicating an administrative appointment at the University who have responsibility for records management expressed a higher awareness of Area Research Center services as per Table No. 21.

TABLE NO.21

Department	% Awareness	Number	% Awareness for all Faculty	Number
Social Sciences	75	6	46	182
Administration	100	18	46	182

Similar results are noted for the awareness statement: "A librarian who specializes in interpreting Educational Materials Center materials and services is available." See Table No. 22.

TABLE NO. 22

Department	% Awareness	Number	% Awareness for all Faculty	Number
Industrial & Marketing Education	100	8	58	130
Education & Psychology	100	12	58	130

In the Human Development, Family Living & Community Educational Services department where Home Economics Education and Early Childhood Education are housed, a very low "awareness" statement rating (36% or 4 responses) was noted in response to this statement. Conversely, a very high value (4.5 out of 5 = high) was noted. It is evident that additional library instruction and awareness outreach needs to be emphasized in these areas. Students in Home Economics Education also indicated a strong preference for more advanced library instruction.

INTERLIBRARY LOAN

Without exception, faculty/academic staff have high awareness of interlibrary loan services. While using this service only moderately (2.4 on a 5.0 scale), a high value is placed on this service.

LIBRARY INSTRUCTION

A very high percentage (94% or 210) of faculty/academic staff are aware that library handouts are available to help people use the LLC.

Slightly fewer faculty (84% or 189) are aware that arrangements can be made for a librarian to conduct a library instruction class for their students/staff. For departments which indicated considerably lower than average awareness (94%) that library instruction classes are available, see Table No. 23.

TABLE NO. 23

Department	% Awareness	Number
Materials and Processes	50	3
Music	50	2
Physical Education & Athletics	67	2
Speech & Foreign Languages	67	4
Vocational Rehabilitation	65	11
Mathematics	63	5

Materials & Processes, Vocational Rehabilitation and Mathematics and Speech,& Foreign Language are major areas of curriculum at UW-Stout. Additional emphasis in making the above concentrations aware of librarian-class instruction is needed for these areas.

Faculty/academic staff were asked to evaluate the statement: "teachers and staff can consult librarians for help in designing library research assignments for their students or service needs." Awareness overall was 71% or 158, with low use (1.9 on a 5.0 scale) and moderate value (3.6 on a 5.0 scale). Departments with lower than average (71%) awareness of this service were:

TABLE NO. 24

Departmert	% Awareness	Number
Speech & Foreign Language	33	2
Student Services	42	5
Human Development, Family Living, etc.	46	5
Mathematics	50	4
Music	50	2
Social Science	50	4
Graphic Communications	57	4
Vocational Rehabilitation	59	10
Counseling & Psychological Services	60	3

If this is a service that the LLC truly wishes to offer, more effort needs to be expended in publicizing such because most faculty/academic staff rate this service as having between some and much value.

REFERENCE

The best known (awareness) service with highest use and valued most is reference. This was true for student respondents as well. See Table No. 18, page 16.

CARS (COMPUTER ASSISTED REFERENCE SERVICE)

Good awareness, low use, but high value was noted for this service which is free to faculty and students up to a reasonable amount. Generally, data bases for computer assisted literature searches are lacking in the humanities whereas in life sciences, social sciences and technology many are available. Areas which reported lower than average (88% or 189) awareness among faculty/academic staff are:

TABLE NO. 25

Department	% Awareness	Number
Music	25	1
Materials & Processes	50	3
Speech & Foreign Language	67	4

This service is much better known among faculty/academic staff than with students.

PROBLEM ASSISTANCE

Faculty/academic staff were queried as to awareness use and value placed upon direct user assistance with problems. The following statements were offered to faculty and overall response was:

TABLE NO. 26 (N = 224)

(NONE 1 2 SOME 3 4 MUCH 5)

PROBLEM ASSISTANCE	AWARENESS	NUMBER	MEAN USE	MEAN VALUE
1. Circulation desk staff will search for materials that appear to be missing	85%	191	2.6	3.9
2. Staff at the periodicals desk on second floor will help you locate periodicals/newspapers	80%	178	2.0	3.6
3. Help phones connected to the circulation and reference desks are located on floors 2-5	60%	134	1.5	3.3
4. The library assists staff in developing bibliographies	42%	95	1.8	3.5

High awareness was noted by most respondents for staff assistance presented by both circulation and periodicals desk. Less awareness was identified for the in-house "help phones" located on each floor. This is a relatively new service which faculty probably have not been introduced to unless they have taken a tour or experienced a formal library instruction session given to their students.

The fact that LLC staff assistance is available to develop bibliographices, yet does not have very high awareness (42% or 95) among faculty/academic staff probably indicates that there has been little publicity regarding this service. The question arises, to whom does this responsiblity for awareness fall; reference, collection development, or both? Some attempt to establish a program of awareness obviously needs to be addressed.

ACADEMIC SKILLS CENTER/MEDIA SELF-INSTRUCTION LABORATORY

Two statements were made to elicit response concerning level of awareness, use and value from faculty/academic staff. Overall response based upon % or awareness and mean response (5.0 scale 1=low, 5=high):

TABLE NO. 27 (N = 224)

	% AWARENESS	NUMBER	MEAN USE	MEAN VALUE
1. ACADEMIC SKILLS CENTER Personal and academic advisement is available on second floor to assist students in mathematics, English, writing, reading and other skills service	74	164	2.0	3.7
2. MEDIA SELF-INSTRUCTION A self-instruction lab is available on second floor to assist patrons in learning to operate AV and microcomputing equipment	74	165	1.9	3.8

Faculty from departments having high awareness (above 80%) of the academic skills center are:

TABLE NO. 28

Department	% Awareness	Number	Mean Use	Mean Value
Biology	100	4	2.3	4.0
Media Technology	100	5	1.4	2.0
Learning Resources	100	12	1.3	3.7
English	85	11	2.6	3.8
Education & Psychology	83	6	2.0	4.5
Speech/Foreign Language	83	5	3.0	4.8
Student Services	83	10	2.9	4.3
Industrial Management	82	9	1.7	2.8
Human Development, Family Living, etc.	82	9	3.4	4.3

Respondents from departments having low awareness of the Academic Skills Center are:

TABLE NO. 29

Department	% Awareness	Number	Mean Use	Mean Value
Physical Education & Athletics	33	1	1.0	1.0
Energy & Transportation	33	1	1.0	1.0
Vocational Rehabilitation	35	6	1.3	3.3
Apparel Textiles & Design	50	4	2.3	4.0
Art	50	2	2.5	2.5

Faculty from departments having high awareness (above 80%) of the Media Self-Instruction Laboratory are:

TABLE NO. 30

Department	% Awareness	Number	Mean Use	Mean Value
Industrial Management	100	11	1.8	3.8
Materials & Processes	100	6	1.5	4.3
Learning Resources	100	12	2.5	4.0
Media Technology	100	5	4.0	4.6
Biology	100	4	1.0	2.0
Graphic Communications	86	6	2.3	4.2
Education & Psychology	83	10	1.6	4.8
Administration	83	15	1.7	4.3

Respondents perceived as having low awareness of the Media Self-Instruction Lab, by department were:

TABLE NO. 31

Department	% Awareness	Number	Mean Use	Mean Value
Apparell, Textiles & Design	38	3	1.7	4.3
Art	50	2	3.5	3.5
Music	50	2	2.5	4.5
Vocational Rehabilitiation	53	9	1.4	2.8
Human Development, Family Living, etc.	55	6	2.3	2.7

Since Human Development, Family Living, etc., and Vocational Rehabilitation are large enrollment programs with rather low awareness among faculty, some attempt to publicize media self-instruction lab services may be worthwhile.

RENTAL RESOURCE SERV'CE

As a service entity, R.R.S. rated high in awareness (88% or 198) with good use and much value. Faculty were asked to evaluate four statements:

TABLE NO. 32 (N = 224)

	% Awareness	Number	Mean Use	Mean Value
RENTAL RESOURCE SERVICE				
1. All resources for courses may be rented from rental resource service for both undergraduate and graduate students	88	198	3.2	4.1
2. All resources for courses may be purchased from rental resource service	76	169	2.4	3.7
3. All resources not assigned to a course are available for checkout by students, faculty, academic staff after the first ten class days in a semester or quarter	53	118	2.3	3.6
4. Faculty and Academic Staff, with the assistance of the Rental Resource Coordinator are encouraged to design their own instructional class packages which are distributed in the same manner as textbooks which eliminates placing resources on Open Reserve in the library.	68	153	2.0	3.8

The same "low" relative awareness appeared for faculty respondents as with students concerning item number 3 above. RRS needs to publicize this service more among both students and faculty.

Since overall awareness (88%) is high for this service in general (and should be), responses were examined to discern if any department or groups of faculty had significant non-awareness or use. Departments where awareness and use were below normal and additional contact may prove fruitful were:

Statement:

"All resources for courses may be rented from rental resource service for both undergraduate and graduate students."

TABLE NO. 33

Department	% Awareness	Number	Mean Use	Mean Value
Foods & Nutrition	60	3	3.3	1.3
Energy & Transportation	67	2	4.5	5.0
Social Sciences	75	6	4.2	4.0
Vocational Rehabilitation	77	13	2.8	3.8
Business Administration	80	4	4.3	4.5
Industrial Management	82	9	3.9	4.4

It is recommended that additional contact be made with large departments such as Social Sciences, Business Administration, Industrial Management and Vocational Rehabilitation.

EQUIPMENT

Generally, faculty/academic staff have good awareness of the equipment variety available. While most of the equipment services listed below are not highly used by faculty, a high value is placed on these services.

TABLE NO. 34 (N = 224)

	% Awareness	Number	Mean Use	Mean Value
EQUIPMENT				
1. Audiovisual equipment and computer terminals may be reserved and checked out for personal or classroom use	85	191	2.4	4.1
2. Coin-operated typewriters are available in the library	84	188	1.2	3.3
3. Academic computer terminals are available for use in the Library Learning Center	86	193	1.6	3.8
4. A group of low vision equipment for the visually impaired is located in the Library Learning Center	71	160	1.3	3.9
5. Several APPLE II microcomputers are located in the library for student and faculty use	82	183	1.7	3.8

Some additional publicity to faculty should be made concerning availability of low vision equipment in the LLC.

COLLECTION DEVELOPMENT

An integral question in building quality library collections to support the teaching, research and services mission of UW-Stout, is how involved faculty/academic staff are in the collection development process. To discern how faculty perceive existing collections, faculty were asked, "what percent of the resources that you need for your research/instructional support or personal use are you able to find in the library?" Respondents (224) were grouped:

TABLE NO. 35 (N = 224)

Category	% Responding	Number
0 - 20% of resources can be found	13	28
21 - 40% of resources can be found	17	37
41 - 60% of resources can be found	23 (mean)	51
61 - 80% of resources can be found	29	65
81 -100% of resources can be found	10	23

Faculty were also queried whether it was necessary to use interlibrary loan as an alternate source of library resources. Responses were about evenly matched:

"Do you use interlibrary loan because there is a lack of library resources in your field?"

TABLE NO. 36 (N = 224)

Yes = 47% or 105 No = 42% or 94

Respondent groups from two departments, Habitational Resources and Human Development, Family Living & Community Educational Services proved to be exceptions to the above. Five out of seven respondents (81%) in

Habitational Resources indicated that lack of LLC held resources forced dependence on interlibrary loan and 9 out of 11 (82%) respondents from Human Development, Family Living, etc. reported the same experience. These figures should serve to alert collection development staff that additional collection analysis including interlibrary loan statistics should be undertaken in the near future.

Faculty/academic staff were asked if they advised graduate students in effort to comprehend how many faculty are involved in this effort. Responses were almost equal. See Table No. 37.

TABLE NO. 37 (N = 224)

"Do you advise graduate students?"

Yes = 46% or 104 No = 51% or 113

Faculty responding "yes" were asked further, "whether the library has sufficient resources to enable your graduate students to produce quality Plan A & B research papers?" See Table No. 37.

TABLE NO. 38 (N = 224)

Yes = 69% or 72 No = 25% or 28

Results of respondents indicate that in most cases, library resources are sufficient to enable graduate students to produce quality research papers.

EMPHASIS ON COLLECTION DEVELOPMENT DURING TIMES OF DECLINING BUDGETS

The effect of inflation on purchasing power in acquiring library resources while budgets are on a plateau or actually declining is serious. In this environment, LLC staff needs to know how faculty/academic staff perceive priorities in purchasing needed library resources. Faculty were asked, "which collections should retain the most budgetary support during times of decreased budget?" Respondents were asked to rank categories listed below 1 to 5 (1 being high, 5 low):

TABLE NO. 39 (N = 224)

Emphasis	% Responding	Number	Mean Rank
Main circulating collection	43	96	1.8
Periodicals	14	31	2.8
Reference (indexes, abstracts, encyclopedias, etc.	13	28	2.7
16mm films	3	7	4.4
Audio visual (Other than films)	2	4	4.4
EMC collections	1	3	5.0

Education faculty in Education & Psychology, Industrial Marketing Education and Human Development, Family Life, Community Educational Services reaffirmed rankings and did not place Education Materials Center collections in a higher rank than did the total group.

The main circulating collection was perceived by faculty/academic staff as being the collection which should have the most budgetary emphasis during times of declining budgets with 43% or 96 responding such. Periodicals and reference collections rated a distant second and third with 14% or 39 and 13% or 28 of the respondents giving these collections a number one ranking respectively. Traditionally, "librarians" nationwide have usually favored retaining their periodical collections at any cost during times of declining budgets because of the later expense in completing holdings "gaps." In any case, faculty/academic staff clearly have a preference at UW-Stout and it rests with maintaining the main collection.

When respondents were examined by department very little deviation from the total group was noted. Habitational Resources did give equal ranking to periodicals and the main circulating collection. This was the only exception.

PURPOSE IN USING LLC

Faculty/academic staff were asked to place a value rating on a range of reasons for using the Library Learning Center. For each possible reason, respondents were asked to circle a use value number as per the following range:

NONE SOME MUCH
1 2 3 4 5

Mean value ratings according to most use were:

TABLE NO. 40

Rank	Reason for Use	Mean Use	Median Use
1	Checking out materials	3.6	4
2	Reference service	3.1	3
2	Collecting information for research	3.1	3
3	Collecting information for use in instruction	3.0	3
3	Browsing	3.0	3
4	Using non-circulating periodicals	2.9	3
5	Using the services of Rental Resources	2.8	1
6	Checking out equipment	2.7	2
7	Interlibrary loan service	2.5	1
8	Recreational reading	2.4	1
9	Providing reserve reading for courses	2.1	1

(TABLE NO. 40 Cont'd)

Rank	Reason for Use	Mean Use Value	Median Use
10	On-line data base searches	2.0	1
11	Using computer terminals	1.8	1
11	Services such as copying machines, typewriters, etc.	1.8	1
11	Vertical files	1.8	1

While most students use the library primarily to do research and for study, most faculty use the library for purposes of checking out library resources and using reference service.

LIBRARY SERVICES/RESOURCES ADEQUACY

Thirty-four different library services/resources were evaluated by faculty/academic staff to assess perceptions of adequacy. The rating scale used is depicted below:

Inadequate	Adequate	Very Adequate	No Opinion
1	2 3	4	5

All services/resources assessed received a composite assessment of at least adequate (3.0) and most rated between adequate and very adequate.

Faculty were asked to rate adequacy of library resources for their respective departments by format of library resource. Overall resource format adequacy assessment can be seen in Table No. 41.

TABLE NO. 41 (N = 244)

Resource	Mean Rating	No. Stating No Opinion	Definition
Indexes/Abstracting	3.3	68 = 13%	Adequate
Computer Assisted Data Base Searching	3.3	109 = 47%	Adequate
Books	3.2	35 = 7%	Adequate
Periodicals	3.0	37 = 7%	Adequate

The high number of respondents checking no opinion for Indexes/Abstracting (68) and Computer Assisted Data Base Searching (109) probably indicates a lack of familiarity with these resources.

It is important to analyze perceptions of department faculty concerning adequacy of resources, particularly as it pertains to books and periodicals in their fields of discipline. Previously, it was found that all formats of library resources were given at least an adequate (3.0) assessment by faculty on the scale below:

Inadequate		Adequate		Very Adequate
1	2	3	4	5

Periodicals

Department respondents perceiving less than adequate (3.0) periodical holdings in their fields were:

TABLE NO. 42

Department	No. of Respondents	Mean Scale Rating
Physics	5	1.8
Speech/Foreign Language	6	2.3
Biology	4	2.5
Counseling & Psychology	5	2.5
Foods & Nutrition	5	2.6
Habitational Resources	7	2.6
Mathematics	6	2.6
English	13	2.7
Industrial Management	11	2.7
Social Science	8	2.7
Student Services	12	2.7

and Food Science & Nutrition. A rating of 2.0 which is between inadequate and adequate was also indicated by Student Services and Physics faculty/academic for book resources. Additional research or communication should be conducted with Student Services staff to discern why they perceive book resources as being less than adequate. While not an academic instruction discipline at UW-Stout, this staff does have considerable direct contact with students and should have the necessary support resources to work with.

Indexes/Abstracting Services

Except for Physics and Biology faculty respondees, indexes/abstracting services were rated adequate to very adequate.

Computer Assisted Data Base Searching

This service is the least publicized and thus may not be understood thoroughly by faculty/academic staff. Analysis of responses indicates more communication and direct liaison with faculty concerning computer assisted data base searching is necessary. Forty-seven percent or 109 respondents registered "no opinion" concerning the adequacy of this resource. Respondents from several departments, some where considerable computerized data base access is available, registered a less than adequate rating. These can be found in Table No. 44.

TABLE NO. 44

Department	No. of Respondents	Mean Scale Rating	Median	No Opinion
Social Sciences	8	0	0	8
Apparel, Textile & Design	8	2.3	3	3
Graphic Communications	7	2.3	2	4
Business Administration	5	2.4	3	0
Art	4	2.5	2	2
Industrial Management	11	2.6	2	3

Currently, LLC staff uses publications andlibrary instruciton to make faculty indirectly aware of the CARS resource. It is recommended that LLC staff study options which will make CARS much more aware among faculty in Table No. 44.

LLC Services

Thirty major services were evaluated by faculty concerning their level of adequacy as per scale below:

Inadequate		Adequate		Very Adequate
1	2	3	4	5

TABLE NO. 45 (N = 224)

Rank	Service	Mean Rating	Median	No. of No Opinions
1	Reference Librarian Assistance	4.2	5	39
2	Card Catalog	4.0	5	39
3	Rental Resource Service	3.9	4	58
3	Circulation desk assistance	3.9	4	36

TABLE NO. 45 (Cont'd)

Rank	Service	Mean Rating	Median	No. of No Opinions
3	Interlibrary Loan	3.9	4	64
4	Area Research Center	3.8	3	127
4	Equipment Available for Checkout	3.8	3	68
4	Written library instruction guides	3.8	3	65
5	Computer Assisted Data Base Searching	3.7	3	109
5	Procedure for suggesting new titles for purchase	3.7	3	57
5	Visually handicapped aids	3.7	4	152
6	EMC	3.6	3	112
6	Reference collection	3.6	4	49
6	Orderliness of book and periodical stack/ storage area	3.6	3	40
6	Instruction in use of library	3.6	3	65
6	Microforms collection	3.6	3	108
6	Periodicals desk assistance	3.6	3	82
7	On line computerized public catalog	3.5	3	68
7	Microforms equipment	3.5	3	108
7	Signs and building directories	3.5	3	46

TABLE NO. 45 (Cont'd)

Rank	Service	Mean Rating	Median	No. of No Opinion
7	Physical organization of the library	3.5	3	45
8	Group study rooms	3.4	3	130
9	Coin operated typewriters	3.3	3	150
9	Canteen lounge area	3.3	3	136
9	Best seller new books collection	3.3	3	95
10	Photocopying equipment	3.2	3	83
11	Academic computing terminals	3.1	3	131
11	Open reserve collection	3.1	3	95
12	Microcomputer terminals and printers	3.0	3	124
12	16mm film collection	3.0	3	75

Faculty/academic staff gave the highest adequacy ratings to reference librarian assistance and the card catalog as a service. Both resulted in ratings of between "adequate" and "very adequate." The median assessment was "very adequate." Totally, no service rated below 3.0 or "adequate" in assessment by faculty/academic staff.

Comparatively, faculty/academic staff indicate almost the same high level of satisfaction with service adequacy as do students.

More Microcomputers

Faculty/academic staff were queried, "if more microcomputers are purchased by the University, in which locations would they be useful?" Responses are compared to student tabulations below:

TABLE NO. 46 (N = 224)

Category	% Student Response	Student Number	% Faculty Response	Faculty Number
In main library	35	236	16	35
In media self-instruction Laboratory	5	33	4	9
Available for checkout from library	10	69	9	20
In residence halls	16	111	4	9
In campus laboratories outside library	14	98	28	62

Faculty preference for location of micros differed from students in that more faculty preferred location in campus laboratories than any other location while students favored a main library location.

SELECTIVE DISSEMINATION OF INFORMATION

As projected services, consideration has been given to offering two new services to faculty/academic staff. Faculty were asked to place a value on these services based upon the scale below:

No Value		Some Value		Much Value
1	2	3	4	5

Overall respones were tabulated as follows:

TABLE NO. 47 (N = 244)

	Number	Mean Scale Rating	Median	Translated Value
(1) A service which routes bibliographic citations of new library holdings based upon your interest profile	224	3.9	5	Some to Much Value
(2) A pickup and delivery service for books, photocopies, etc.	224	3.1	3	Some Value

Most repondents (73) clearly favor and place much value on a service which routes bibliographic citations of new library holdings based upon a predetermined interest profile.

Faculty/academic staff respondents are about evenly divided (44 rating "no value" and 44 rating "much value" with 48 rating "some value") on whether or not a document pickup and delivery service is needed. To gain any meaning from the results as tabulated, one could conclude that such a service would have value for 50% of the faculty.

To afford faculty/academic staff with an opportunity to state their opinions for future LLC planning, staff were asked, "what additional services or resources should the library emphasize in planning for the future for undergraduate, graduate instruction, research and recreational/ leisure. Total response tabulated by category are:

Suggestions For Future Services

TABLE NO. 48

Category	No. of Responses
Undergraduate instruction:	
More micros	8
More periodicals	7
More library instruction	5
More business periodicals	2
Computer assisted instruction	2
Offer word processing service	2
Credit course in library instruction	2
Mini cou.se in computer use	1
More research in learning styles	1
Children's resources in foreign languages	1
Larger open reserve	1
Student access to computer searches direct	1
More Hotel/Tourism books	1
More films	1
More legal books	1
Book review in Stoutonia	1

TABLE NO. 48 (Cont'd)

Category	No. of Responses
More "arts" literature	1
More Education & Psychology periodicals	1
Bibliotherapy	1
Closed book reserve collection	1
ALIS terminals in all campus buildings	1
Graduate instruction:	
More periodicals	7
More data base subjects	5
More library instruction	3
Closed reserve	3
More micros	1
More Hospitality/Tourism resources	1
More general holdings in Vocational Rehabilitiation	1
More Education/Psychology periodicals	1
More statistics documents	1
More reference service	1
Research:	
More periodicals	4
Weed obsolete books	3
Have faculty research speace	2
Bibliographic services for staff	2
ALIS terminals in offices and classrooms	2

TALBE NO. 48 (Cont'd)

Category	No. of Responses
More electronic retrieval of information	1
More books	1
Faster interlibrary loans	1
More English literature journals	1
Better shelfreading	1
Need Modern Language Journal	1
Faculty need semester checkout	1
Union catalog access to other libraries	1
Recreation/Leisure:	
More best sellers	8
More micros	3
Building a public library	2
Have a paperback collection	2
More adapted/handicapped resources	1
More books	1
Better financial collection	1
Need a "checkout" piano	1
More fiction	1
More exhibits	1
Improve periodical area for light reading	1
Drop recreation/leisure emphasis	1

Because so few responses were grouped, it is difficult to establish a pattern of faculty preference, except that "more" microcomputers, periodicals and library instruction were mentioned 7-8 times each.

Faculty were also asked the following question in an open ended fashion:

> Please list the three library services, resources or facilities that you are most happy with:

TABLE NO. 49

Category	No. of Responses
Reference	43
Staff	33
Interlibrary Loan	19
Periodicals	19
Collection Development	18
ALIS	17
CARS (Computer Assisted Reference Service)	14
Collections	13
Rental Resource Service	11
Circulation Desk	11
Films	9
Facilities	9
Best Sellers	9
EMC	9
AV Holdings	9

TABLE NO. 49 (Cont'd)

Category	No. of Responses
Library Instruction	8
AV Equipment	6
All Services	6
Card Catalog	5
Academic Skills Center	4
AV Equipment Checkout	4
Copiers	3
Indexes	3
Reader's Guide Machine	3
Suggestion Board	2
Study Rooms	2
Lounge	2
Micros	2
Loan Periods	2
Vertical File	1
Reserve	1
Film Rental	1
ASI (American Statistics Index)	1
Low-vision Aids	1
Hours	1
ARC (Area Research Center)	1
Film Loans	1
Foods & Nutrition Collection	1

Faculty/academic staff most frequently listed reference, staff, interlibrary loan, periodicals and collection development as the services they are "most happy with." Students most frequently mentioned periodicals, reference card catalog, staff and study areas in this order. Conclusively, all LLC users are substantially happy with reference, staff and periodicals. Continued high emphasis needs to be placed on these categories in rendering future service and planning.

For purposes of future planning, faculty/academic staff were asked to: "Please list three suggestions for improvement of library services:

TABLE NO. 50

Category	No. of Responses
Improve main entrance	10
Initiate closed reserve	10
Increase periodical titles	8
Improve building signage	7
More early A.M. library hours	6
Faculty library orientation	6
More Micros	5
Additional library hours	5
More 16mm films	5
Pickup and delivery book service	4
Reduce noise	4
More clocks	3
ALIS on-line to offices	3
Keep order in periodicals	3

TABLE NO. 50 (Cont'd)

Category	No. of Responses
Increase McNaughton collection size	3
More study rooms	3
More ALIS terminals	2
Restrict film use to faculty	2
Improve stairwell aesthetics	2
Send overdue notices	2
Keep card catalog	2
Re-evaluate EMC loan period	1
More flexible circulation policy	1
Increase loan period for films	1
Increase public catalog on microfiche	1
Improve microfilm copiers	1
Allocate collection monies to departments	1
Initiate systematic collection development	1
Order more equipment for checkout	1
Eliminate food in library	1
Add a coffee machine	1
Improve staff human relations	1
Faster re-shelving	1
More shelfreading	1
Merge the Stout and city library	1
Obtain better copying machines	1
Update EMC materials	1
Have free typewriters	1

TABLE NO. 50 (Cont'd)

Category	No. of Responses
Better training for student assistants	1
Circulate periodicals to faculty	1
Obtain a pen/paper vending machine	1
Permit interlibrary loan by phone	1
Change circulation desk location	1
Longer reference librarian hours	1
More parking	1

GENERAL COMMENTS (Not Grouped)

"Continue this type of informative and interactive contact with us."

"All students voluntter 30-40 hours of service in library--first year."

"Update microfiche public catalog."

"Have more friendly librarians. Some are so nice it almost startles me, while others make me afraid to ask for help."

"Reduce spending on library staff to allow more adequate computing staff."

Faculty/academic staff offer little concensus pertaining to offering suggestions for improvement of library services as per Table No. 46. The responses are few when compared to the data included herein this report.

IMPORTANCE OF GOOD LIBRARY SERVICES AND RESOURCES IN RECRUITMENT/RETENTION OF FACULTY AND STAFF AT UW-STOUT

Faculty/academic staff were asked, "of what value are library services and resources in recruitment/retention of faculty and staff at UW-Stout?"

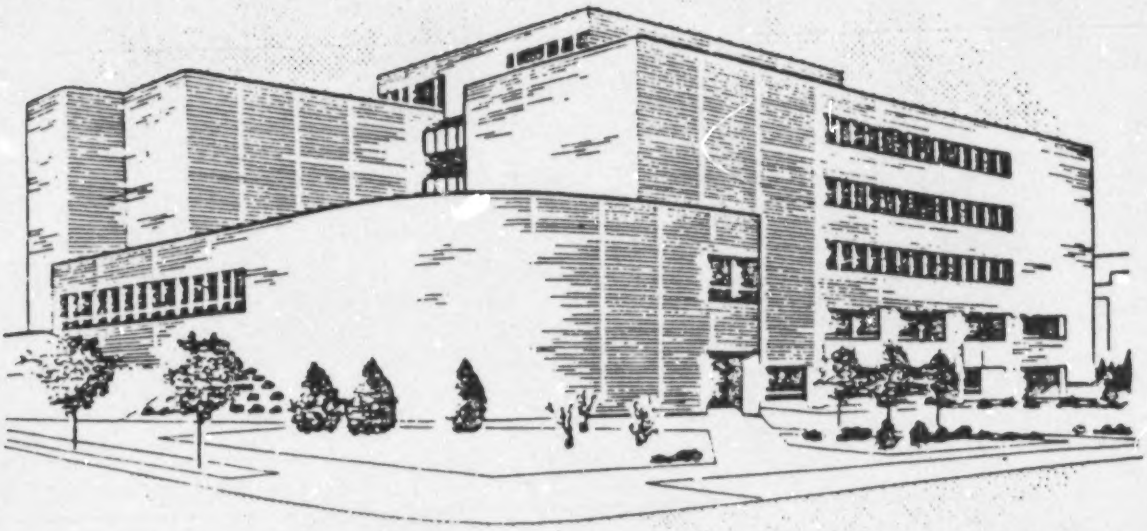
The following rating scale was used:

TABLE NO. 51

	No Value		Some Value		Much Value
	1	2	3	4	5
Responses were:	% 7.1(N=16)	% 15.6(N=35)	% 31.3(N=70)	% 18.8(N=42)	% 9.4(N=21)

The mean response was 3.1 (some value) which indicates that faculty consider having a good library of some importance in recruitment and retention of staff.

APPENDIX A



April 15, 1983

HELP US MAKE YOUR LIBRARY LEARNING CENTER
SERVE YOU BETTER

We are asking you to take 10-15 minutes of your time and complete the attached Library survey. Your reply is very important. Results will be tabulated, publicized and positive recommendations for change will be made.

Please return the completed survey immediately.

Thanks much for your help.

Respectfully yours,

John J. Jax
Director of Library and
Assistant Dean for
Learning Resources

UW-STOUT LIBRARY LEARNING CENTER FACULTY/ACADEMIC STAFF/LECTURER AWARENESS/NEEDS SURVEY

To serve you better, the Library Learning Center needs to:

1. Establish what you know about library services and resources; how often you use them; which of our services you use; and how valuable they are to you.

2. Identify what new or improved library services and resources you need.

Please help us by responding to the following statements. When finished, please return your response immediately to: the Library Learning Center, through the campus mail, or by turning it in at the library main desk. (A return envelope is attached for your convenience.) PLEASE RETURN BY MAY 1, 1983. (This survey will take 15 minutes to complete).

Please check appropriate category below: *(Check more than one only if applicable)*

1. USER CATEGORY:

   a. ____ Faculty
   b. ____ Academic Staff
   c. ____ Lecturer
   d. ____ Part-time (less than full-time)

2. Do you have tenure?
   Yes ____ No ____

3. How long have you been at UW-Stout?

   a. ____ 1 - 2 years
   b. ____ 3 - 5 years
   c. ____ 6 - 10 years
   d. ____ 11 - 15 years
   e. ____ over 16 years

4. SEX:

   a. ____ Female
   b. ____ Male

5. Have you made one or more specific assignments this year requiring the use of: *(Check below)* (Instructional Staff Only)

   a. Academic Computer Terminals in LLC
      (1) ____ Yes (2) ____ No
   b. Microcomputer
      (1) ____ Yes (2) ____ No
   c. 16mm films owned by library
      (1) ____ Yes (2) ____ No
   d. Rental films from Rental Resource Service
      (1) ____ Yes (2) ____ No

6. DEPARTMENT: *(Check Area)*

(1) ____ Administration
(2) ____ American Industry
(3) ____ Apparel, Textiles & Design
(4) ____ Art
(5) ____ Biology
(6) ____ Business Administration
(7) ____ Chemistry
(8) ____ Counseling & Psychological Services
(9) ____ Education & Psychology
(10) ____ Energy & Transportation
(11) ____ English
(12) ____ Foods & Nutrition
(13) ____ General Services
(14) ____ Graphic Communications
(15) ____ Habitational Resources
(16) ____ Human Development, Family Living & Community Educational Services
(17) ____ Industrial & Marketing Education
(18) ____ Industrial Management
(19) ____ Learning Resources
(20) ____ Materials & Processes
(21) ____ Mathematics
(22) ____ Media Technology
(23) ____ Music
(24) ____ Physical Education & Athletics
(25) ____ Physics
(26) ____ Social Science
(27) ____ Speech & Foreign Language
(28) ____ Student Services
(29) ____ Vocational Rehabilitation
(30) ____ Other (Explain)

7. LIBRARY USE FREQUENCY: About how often do you use the library for research, personal or professional reasons: *(Check one)*

(a) ____ 7 or more times a week
(b) ____ 3 - 6 times a week
(c) ____ 2 times a week
(d) ____ 1 time per week
(e) ____ 1 time per month
(f) ____ 1 time per semester
(g) ____ never use

8. LIBRARY USE FREQUENCY: If you checked "f" or "g" above, please check reason(s) below:

(a) ____ I do not have need for library services.
(b) ____ The library does not have the resources or services I need.
I need _____.
(state type of resource or service)
(c) ____ The library is inconvenient because _____.
(d) ____ I do not know how to use the library very effectively.
(e) ____ Other, list below:

_____

_____.

PART 1: AWARENESS/USE/VALUE

Directions: *For each statement in the AWARENESS column, circle Yes or No to indicate whether you are or are not aware that such a service or resource exists. If you answer Yes, then move across to the USE column. If you answer No, go to the next question.*

In the USE column, (if you circled Yes in the Awareness column) circle the degree to which you use the service or resource listed, this year. Then go on to the VALUE column.

For the VALUE column (if you circled Yes in the Awareness column and you indicated Use), circle the number which tells how valuable the service or resource has been to you this year.

SAMPLE:
The library is open on Sunday — AWARENESS: (Yes) No; USE: None Some Much 1 (2) 3 4 5; VALUE: None Some Much 1 2 3 (4) 5

	AWARENESS	USE	VALUE
9. AREA RESEARCH CENTER/ARCHIVES			
a. Historical and current materials relating to UW-Stout, genealogy, and the surrounding area are available in the Area Research Center.	Yes No	NONE SOME MUCH 1 2 3 4 5	NONE SOME MUCH 1 2 3 4 5
b. A wide variety of primary research materials are available for transfer from the State Historical Society for use in the Area Research Center.	Yes No	NONE SOME MUCH 1 2 3 4 5	NONE SOME MUCH 1 2 3 4 5
c. The University Archivist assists departments and units in establishing a records management program for office files.	Yes No	NONE SOME MUCH 1 2 3 4 5	NONE SOME MUCH 1 2 3 4 5
10. PUBLIC ACCESS CATALOGS			
a. ALIS, the on-line computerized catalog, provides access to the collection by author, title and subject.	Yes No	NONE SOME MUCH 1 2 3 4 5	NONE SOME MUCH 1 2 3 4 5
b. COM (Computer-Output Microfische) indexes to special collections are available for:			
(1) Periodical and newspaper holding record	Yes No	NONE SOME MUCH 1 2 3 4 5	NONE SOME MUCH 1 2 3 4 5

	AWARENESS	USE (NONE 1 2 3 4 5 SOME MUCH)	VALUE (NONE 1 2 3 4 5 SOME MUCH)
(2) Stout theses	Yes No	1 2 3 4 5	1 2 3 4 5
(3) Audio-visual materials	Yes No	1 2 3 4 5	1 2 3 4 5
(4) EMC curriculum materials	Yes No	1 2 3 4 5	1 2 3 4 5
(5) EMC Pamphlets and posters	Yes No	1 2 3 4 5	1 2 3 4 5
(6) Pamphlets/maps in the Vertical and Travel/ Tourism file	Yes No	1 2 3 4 5	1 2 3 4 5

11. COLLECTIONS

a. Examples of teaching aids such as curriculum guides, textbooks, and children's literature are available in the (EMC) Educational Materials Center on the first floor of the Library.	Yes No	1 2 3 4 5	1 2 3 4 5
b. Orientation to the EMC and instruction in the use of its resources can be arranged	Yes No	1 2 3 4 5	1 2 3 4 5
c. A librarian who specializes in interpreting EMC materials and services is available	Yes No	1 2 3 4 5	1 2 3 4 5
d. A collection of current best sellers is located in the reference area	Yes No	1 2 3 4 5	1 2 3 4 5
e. Files of pamphlet material (vertical file, travel & tourism file) are located in the reference area	Yes No	1 2 3 4 5	1 2 3 4 5
f. An open reserve collection of materials assigned by teachers is available on fourth floor	Yes No	1 2 3 4 5	1 2 3 4 5

	AWARENESS	USE			VALUE		
		NONE	SOME	MUCH	NONE	SOME	MUCH
12. INTERLIBRARY LOAN							
a. Library materials may be borrowed on interlibrary loan from other libraries	Yes No	1 2 3 4 5			1 2 3 4 5		
13. LIBRARY INSTRUCTION							
a. Library handouts, which help people to use the library and find resources, are available in the lobby and reference area	Yes No	1 2 3 4 5			1 2 3 4 5		
b. Teachers and staff can arrange to have a class session conducted for their students or service staff by a librarian who will introduce the resources of a specific discipline and/ or search strategy, and/or general use of the library	Yes No	1 2 3 4 5			1 2 3 4 5		
c. Teachers and staff can consult librarians for help in designing library research assignments for their students or service needs	Yes No	1 2 3 4 5			1 2 3 4 5		
14. REFERENCE							
a. Help and guidance in finding information in the library are available at the reference desk	Yes No	1 2 3 4 5			1 2 3 4 5		
15. COMPUTER ASSISTED REFERENCE SERVICES							
a. Database searches (computer searches that result in a list of references on a topic) are available to supplement your search for information	Yes No	1 2 3 4 5			1 2 3 4 5		

	AWARENESS	USE (NONE SOME MUCH)	VALUE (NONE SOME MUCH)
16. PROBLEM ASSISTANCE			
a. Circulation desk staff will search for materials that appear to be missing	Yes No	1 2 3 4 5	1 2 3 4 5
b. Staff at the periodicals desk on second floor will help you locate periodicals/ newspapers	Yes No	1 2 3 4 5	1 2 3 4 5
c. Help phones connected to the circulation and reference desks are located on floors 2-5	Yes No	1 2 3 4 5	1 2 3 4 5
d. The library assists staff in developing bibliographies	Yes No	1 2 3 4 5	1 2 3 4 5
17. ACADEMIC SKILLS CENTER			
a. Personal and academic advisement is available on second floor to assist students in mathematics, English, writing, reading and other skills service	Yes No	1 2 3 4 5	1 2 3 4 5
18. MEDIA SELF-INSTRUCTION LAB			
a. A self-instruction lab is available on second floor to assist patrons in learning to operate A[illegible] and micro-computing eq[illegible]pment	Yes No	1 2 3 4 5	1 2 3 4 5
19. RENTAL RESOURCE SERVICE			
a. All resources for courses may be rented from rental resource service for both undergraduate and graduate students	Yes No	1 2 3 4 5	1 2 3 4 5
b. All resources for courses may be purchased from rental resource service	Yes No	1 2 3 4 5	1 2 3 4 5
c. All resources not assigned to a course are available for checkout by students, faculty, academic staff after the first ten class days in a semester or quarter	Yes No	1 2 3 4 5	1 2 3 4 5

	AWARENESS	USE					VALUE				
		NONE		SOME		MUCH	NONE		SOME		MUCH
d. Faculty and Academic Staff, with the assistance of the Rental Resource Coordinator are encouraged to design their own instructional class packages which are distributed in the same manner as text-books which eliminates placing resources on Open Reserve in the library	Yes No	1	2	3	4	5	1	2	3	4	5
20. EQUIPMENT											
a. Audiovisual equipment and computer terminals may be reserved and checked out for personal or classroom use	Yes No	1	2	3	4	5	1	2	3	4	5
b. Coin-operated typewriters are available in the library	Yes No	1	2	3	4	5	1	2	3	4	5
c. Academic computer terminals are available for use in the Library Learning Center	Yes No	1	2	3	4	5	1	2	3	4	5
d. A group of low vision equipment for the visually impaired is located in the Library Learning Center	Yes No	1	2	3	4	5	1	2	3	4	5
e. Several APPLE II micro-computers are located in the library for student and faculty use	Yes No	1	2	3	4	5	1	2	3	4	5

21. COLLECTION DEVELOPMENT

Please answer the following questions from the viewpoint of resources for research in which you are engaged.

a. Approximately what percent of the resources that you need for your research/instruction support or personal use are you able to find in the library?

(1) ____ 0-20%
(2) ____ 21-40%
(3) ____ 41-60%
(4) ____ 61-80%
(5) ____ 81-100%

b. Do you advise graduate students?

(1) ____ Yes
(2) ____ No

c. If yes, does the library have sufficient resources to enable your graduate students to produce quality Plan A & B research papers?

(1) ____ Yes
(2) ____ No

d. Do you use interlibrary loan because there is a lack of library resources in your field?

(1) ____ Yes
(2) ____ No

22. If decreased budgets cause fewer collection development funds to be available, please indicate those collections which should retain the most budgetary support. Rank 1 to 5 (1 being high, 5 low)

a. ____ Main (circulating) Collection
b. ____ Reference (indexes, abstracts, encyclopedias, etc.)
c. ____ 16mm films
d. ____ Audio-visual materials (other than 16mm films)
e. ____ Periodicals
f. ____ EMC collections (children's books, curriculum guides, textbooks)

PART 2: NEEDS ASSESSMENT

Faculty and staff members use the library for many different purposes. For each of the possible uses in the following list, circle the number value of your use.

	NONE SOME MUCH
a. Providing reserve reading for courses	1 2 3 4 5
b. Collecting information for use in instruction	1 2 3 4 5
c. Collecting information for research	1 2 3 4 5
d. Using non-circulating periodicals	1 2 3 4 5
e. Browsing	1 2 3 4 5
f. Checking out materials	1 2 3 4 5
g. Checking out equipment	1 2 3 4 5
h. Interlibrary loans	1 2 3 4 5
i. Recreational reading	1 2 3 4 5
j. Reference Service	1 2 3 4 5
k. Socializing	1 2 3 4 5
l. On-line data base searches	1 2 3 4 5
m. Services such as copying machines, typewriters, etc.	1 2 3 4 5
n. Using computer terminals	1 2 3 4 5
o. Using the services of Rental Resources	1 2 3 4 5
p. Vertical files	1 2 3 4 5
q. Other (please specify)	1 2 3 4 5

_____

_____

23. What types of library instruction would you like your students to have? *(Check all that apply)*

a. ____ Guided tour
b. ____ Audio tour
c. ____ Handouts and publications
d. ____ Slide-tapes or videotapes
e. ____ Self-paced instruction
f. ____ Individual help from a reference librarian
g. ____ Information from you, the classroom teacher
h. ____ Advanced instruction by a librarian about resources for your major field of study
i. ____ Credit courses in library research
j. ____ No instruction
k. ____ Others: Please list:___ _____
l. ____ Not applicable

_____.

24. In what percentage of your courses do you require students to use the library?

a. ____ 100%
b. ____ 75%
c. ____ 66%
d. ____ 50%
e. ____ 33%
f. ____ 25%
g. ____ 0%
h. ____ Not applicable

25. Do you encourage your students to use the library?

a. ____ Yes
b. ____ No

26. How should new faculty and staff be introduced to the library and its services? *(Check your preference)*

a. ____ Guided Tour
b. ____ Audio Tour
c. ____ Library information packet
d. ____ Slide/tapes or video tapes
e. ____ Individual help from librarians
f. ____ Reception in the library

27. How would you rate your students' awareness of library resources, services, and facilities?

a. ____ Very aware
b. ____ Adequately aware
c. ____ Aware
d. ____ Unaware
e. ____ No opinion
f. ____ Not applicable

28. Are the library open hours satisfactory? Check all that apply:

a. ____ adequate as is
b. ____ need earlier open hours in morning
c. ____ need later hours in evening
d. ____ need more hours on Saturday
e. ____ need more hours on Sunday
f. ____ Least useful hours are: _____

29. How satisfactory are the hours when assistance from a reference librarian, at the reference desk, is available? Check most desirable: (Current hours are, 9:00 a.m. - 5:00 p.m., 6:30 p.m. - 9:30 p.m., Mon.-Fri., 7:00 - 9:30 p.m., Sun., 1:00 - 4:00 p.m., Sat.)

a. ____ adequate as is
b. ____ earlier hours (before 9:00 a.m., Mon.-Fri.)
c. ____ later hours in afternoons (4:30-6:30 p.m., Mon-Thurs.)
d. ____ Friday evening hours (5:00-9:30 p.m.)
e. ____ later hours in evening (9:30-11:00 p.m.)
f. ____ more hours on Saturday
g. ____ more hours on Sunday
h. Least useful hours are:_____.

30. The 28-day loan period for books:

a. ____ is adequate
b. ____ should be shortened
c. ____ should be lengthened
d. ____ should not permit renewals
e. ____ other:_____.

31. The 3-day loan period for most audio visual materials:

a. ____ is adequate
b. ____ should be shortened
c. ____ should be lengthened
d. ____ should permit renewals
e. ____ other:_____.

32. Library resources for my department or program are: *(Circle number value for each category below)*

	Inadequate		Adequate		Very Adequate	No Opinion
a. Periodicals	1	2	3	4	5	____
b. Indexes/Abstracting	1	2	3	4	5	____
c. Computer Assisted Data Base Searching	1	2	3	4	5	____
d. Books	1	2	3	4	5	____

33. For each library service noted below, circle the number value of adequacy:

	Inadequate		Adequate		Very Adequate	No Opinion
(1) Card catalog	1	2	3	4	5	____
(2) On-line computerized public catalog	1	2	3	4	5	____
(3) Reference librarian assistance	1	2	3	4	5	____
(4) Circulation desk assistance	1	2	3	4	5	____
(5) Interlibrary loan	1	2	3	4	5	____
(6) Periodicals desk assistance	1	2	3	4	5	____
(7) Area research center	1	2	3	4	5	____
(8) Computer assisted data base searching	1	2	3	4	5	____
(9) Photocopying equipment	1	2	3	4	5	____
(10) Microforms collections	1	2	3	4	5	____
(11) Microforms equipment	1	2	3	4	5	____
(12) Equipment available for checkout	1	2	3	4	5	____
(13) Coin-operated typewriters	1	2	3	4	5	____
(14) Academic computing terminals	1	2	3	4	5	____
(15) Instruction in use of library	1	2	3	4	5	____
(16) Written library instruction guides	1	2	3	4	5	____
(17) Signs and building directories	1	2	3	4	5	____
(18) Physical organization of the library	1	2	3	4	5	____

		Inadequate		Adequate		Very Adequate	No Opinion
(19)	Orderliness of book and periodical stack/storage area	1	2	3	4	5	____
(20)	Canteen/lounge area	1	2	3	4	5	____
(21)	Open reserve collection	1	2	3	4	5	____
(22)	Educational materials center	1	2	3	4	5	____
(23)	Reference collection	1	2	3	4	5	____
(24)	Best seller new books collection	1	2	3	4	5	____
(25)	Procedure for suggestion new titles for purchase	1	2	3	4	5	____
(26)	Group study rooms	1	2	3	4	5	____
(27)	Rental resource service	1	2	3	4	5	____
(28)	Visually handicapped aids	1	2	3	4	5	____
(29)	Microcomputer terminals and printers	1	2	3	4	5	____
(30)	16mm film collection	1	2	3	4	5	____

34. If more microcomputers are purchased by the University, in which location would they be most useful: *(Check one category below)*

a. ____ in main library
b. ____ in Media self-instruction laboratory
c. ____ available for checkout from library
d. ____ in residence halls
e. ____ in campus laboratories outside the library
f. ____ other: _____.

PART 3: SELECTIVE DISSEMINATION OF INFORMATION

35. For each projected library service listed below, circle the number value as perceived by you:

	NO VALUE		SOME VALUE		MUCH VALUE
(1) A service which routes bibliographic citations of new library holdings based upon your interest profile	1	2	3	4	5
(2) A pickup and delivery service for books, photocopies, etc.	1	2	3	4	5

36. Of what value are library services and resources in recruitment/retention of faculty and staff at UW-Stout 1 2 3 4 5

37. What additional services or resources should the library emphasize in planning for the future for: *(List)*

a. Undergraduate instruction:

_____

_____

_____

b. Graduate instruction:

_____

_____

_____

c. Research:

_____

_____

_____

d. Recreational/Leisure

_____

_____

_____

38. Please list the three library services, resources or facilities that you are most happy with:

_____

_____

39. Please list three suggestions for improvement of library services.

a. _____
_____.

b. _____
_____.

c. _____
_____.

THANK YOU.

RETURN TO:

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